



# **Enhancing Education Through Technology (EETT)**

## **Round 2 Competitive Grant Request for Application (RFA) For Grades 4-8**

Intent to Submit: December 15, 2003  
Deadline for Submission of Competitive Application:  
January 14, 2004  
Faxed or e-mailed submissions will not be accepted

It is necessary for the LEA and any district consortium members to have a current state-approved district technology plan that is aligned with State Board-adopted guidelines and EETT criteria as a condition of funding for this grant.

Administered by: Education Technology Office  
California Department of Education  
1430 N Street  
Sacramento, CA 95814

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## **Section I. General Information and Calendar**

### **Overview**

The Enhancing Education Through Technology (EETT) Program was established as part of the federal *No Child Left Behind Act of 2001*, Public Law 107-110, Title II, Part D, sections 2401-2441. Under this program, the California Department of Education (CDE) awards federally-funded grants to school districts (or a consortium of districts), county offices of education, and direct-funded charter schools that meet certain criteria. This competitive grant is governed by the guidelines from the federal *No Child Left Behind Act of 2001*, (Public Law 107-110, Title II, Part D, sections 2401-2441), as well as California legislation, Education Code Sections 52295.10-52295.55 (Senate Bill 192 O'Connell), the Education Technology Grant Program of 2002, and state regulations, Title 5. Education, Division 1. State Department of Education, Subchapter 20.5 Education Technology Grant Program, sections 11971 – 11979.5.

The primary goal of the competitive EETT program is to provide funding for grades 4-8 that assists eligible districts to utilize technology to enhance teaching and to promote learning. The application must be aligned with the state approved, current district technology plan. Grantees will be expected to use funding to implement a research-based comprehensive program that utilizes technology to evaluate the effectiveness of the program and to report the results semi-annually to the CDE. Grant applicants should consult with officials from eligible private schools in developing the application and in the technology planning process (ESEA, Title XIV, § 14503, (20 USC §8893)).

The federal and state program goals supported by this grant are:

- To implement and support a comprehensive program that effectively uses technology to help students meet or exceed the state academic content standards adopted by the State Board of Education.
- To encourage the effective integration of technology resources and systems with teacher training and curriculum development to establish research-based instructional methods that can be widely implemented as best practices by state educational agencies and local educational agencies.
- To assist in the acquisition, development, interconnection, implementation, improvement, and maintenance of an effective educational technology infrastructure in a manner that expands access to technology for students, particularly for disadvantaged students, and for teachers.
- To encourage communication and collaboration among home, school, and community that will support student learning.

Research has shown that effective integration of technology into the curriculum can be used as a catalyst for change in the learning environment. Technology has been positively linked to increasing student motivation, learner engagement, communication/collaboration, and problem-solving skills. (Sandholtz et al., 1997; Ringstaff & Kelley, 2002). Technology can have a positive influence on

student academic achievement when certain educational conditions are in place. These conditions include having teachers who are adequately and appropriately trained to effectively integrate technology into the curriculum and focus on clear, meaningful educational goals to improve student learning. In addition, the way technology is used is important. Teachers must prepare students for a world where being educated requires skills related to finding and making sense of information. When technology is used to perform tasks applying higher order concepts and when teachers are proficient in directing students toward productive uses, technology is associated with learning gains that can be significant (Glennan & Melmed, 1996; Silverstein et al., 2000; Reksten, 2000; Coley, 1997; Schlechty, 1997; Penuel, B., Golan, S., Means, B. & Korbak, C., 2000; Kimble, 1999.)

This grant will provide funds to selected schools to develop and implement a comprehensive educational technology program based on a review of relevant research that will provide the following:

- an effective technology-integration program for students focused on state academic standards
- high-quality professional development in the use of education technology to enhance teaching and learning
- expanded access to electronic learning resources which support the adopted curriculum for teachers and students
- expanded access to technology, including infrastructure, equipment, and technical support
- increased communication and collaboration among home, school, and community
- evaluation of grant activities, particularly regarding the impact of the program on student success in meeting or exceeding State Board-adopted academic content standards

Professional development is an important part of the comprehensive educational technology program. The applicant must provide evidence that the professional development component model selected is based on a review of relevant research in the integration of advanced technologies, including emerging technologies, into curricula and instruction and in the effective use of those technologies to create new learning environments. Illustrative examples of two research-based programs are provided at <<http://www.cde.ca.gov/edtech/eett>>. Applicants may choose to develop an application around either or both of these program examples or may select a different research-based program. There is no competitive advantage to the selection of any particular research-based program model. **Applicants should select a program model that is appropriate to the needs of their sites.** Success in the grant awards selection process will be based on the Scoring Criteria in Appendix E.

Grant applicants will be required to explain the following:

1. What comprehensive, research-based program will be implemented?
2. How will the selected program meet the goals of the EETT Competitive grant (see p. 1)?
3. How does the program relate to current Local Education Agency (LEA) efforts?
4. What data will be collected?
5. How will the data be utilized to determine program success?
6. How will promising practices supported by the grant be disseminated to others?

Note: The specific requirements for the Environmental and Spatial Technology (EAST) program (posted at <<http://www.cde.ca.gov/edtech/eett>>) exceed the general program requirements of this grant with regard to student participation selection, teacher recruitment, classroom space, and

equipment specifications (see Appendix B-2, posted at <<http://www.cde.ca.gov/edtech/eett>>). Applicants will not be required to specifically address all EAST hardware requirements in their application; however, if selected for funding, applicants must agree to meet all EAST requirements in the grant assurances or to negotiate directly with the EAST Initiative regarding any substitutions. If there are any changes to the EAST requirements, a revised list will be provided with the grant award letter.

Applicants must develop process and accountability measures that will be used to evaluate the extent to which activities funded under the program are effective in: 1) integrating technology into curricula and instruction; 2) increasing the ability of teachers to teach using technology; and 3) enabling students to meet or exceed State Board-adopted academic standards. **Each school listed in the application must address all the required goals, performance benchmarks, and data collection methods that CDE has established** (see Form 4: Accountability Measures/Evaluation). The LEA will define and adopt its own performance targets and may add additional performance goals and benchmarks as warranted. Performance goals and performance benchmarks must drive all proposed strategies and activities.

Grant applications must be complete, with all narrative sections and forms in alignment and consistent with the comprehensive program performance goals. For example, the evaluation plan must be clearly aligned with all sections of the application narrative and must show the data to be collected, the frequency of collection, how data will be used to monitor the comprehensive program, and how data will be used to determine if all funded schools are meeting the application performance goals. It is anticipated that only complete and fully-aligned applications will be considered for funding.

Competitive grants are limited to school districts, (including locally funded charters), a consortium of school districts, county offices of education, and direct-funded charter schools, that serve students in grades 4-8 and that meet the federal criteria listed in Section I.

Subject to the availability of funds, two implementation grant awards will be issued to successful applicants.

- The First Implementation Grant period will be from the grant award notification date of approximately February 9, 2004, through June 30, 2005. All funds from the First Implementation Grant award must be obligated by June 30, 2005.
- The Second Implementation Grant period will be from July 1, 2005, through August 31, 2006. All funds from the Second Implementation Grant award must be obligated by August 31, 2006.

After successful implementation of the program, as determined by meeting the requirements specified in the grant assurances and the evaluation of selected program goals, and depending on funding availability, a follow-up grant in the amount of \$45 per grade 4-8 student may be awarded to help sustain the program. Please see "Funding Formula" on page 6 for more information.

There is not sufficient funding available for this program to fund all schools in California that serve grades 4-8. Therefore, districts must select and put in priority order the schools in their individual district that will participate in this program (see Form 8 (a-c), beginning on page 54 as appropriate).

Within the narrative, applicants must identify the subject areas and grade levels that will be the focus of their application's comprehensive program. SB 192 (O'Connell) established funding priorities for the EETT grant awards.

Funding priorities established by SB 192 are as follows:

- (1) First priority shall be middle and junior high schools.
- (2) Second priority shall be elementary schools.
- (3) Third priority shall be other schools that serve pupils in grades 4-8, inclusive.

Districts will be accountable for implementing the program contained in their application and for meeting the performance goals for the focus subject areas and grade levels of their application's comprehensive program at the sites for which funding is received. **The application should describe the comprehensive program that will be implemented. In case of partial funding, the comprehensive program should be scalable to reflect the amount of funding received.**

In addition to completing the district application, every funded applicant will also be required to complete the following data reporting requirements:

- Grantees must complete a Spring 2004 California School Technology Survey for the district and for each school in the district for which the LEA is applying for funding. Districts must also agree to complete the California School Technology Survey for 2005 and 2006 for the district and for each school in the district that receives funding. The survey may be accessed at <<http://www.cde.ca.gov/edtechsurvey/>>. Additional information regarding the survey may also be found at this web site. Spring 2004 California School Technology Survey information must be entered during the period of time from January 7, 2004 - March 17, 2004. Any school or district that does not complete the California School Technology Survey within this period of time will not be funded. Specifically, if the Survey is not completed for the school listed in the application, the school will not be funded. If the district portion of the Survey is not completed by the March 17, 2004, deadline, the entire district (including all schools listed in the application) will not be funded.
- Sixty percent of the teachers at each funded site will complete both online modules of the CTAP<sup>2</sup> Technology Assessment Profile (Proficiency Assessment and Technology Use Survey). The modules may be accessed at <<http://ctap2.iassessment.org/>>. The CTAP<sup>2</sup> module must be completed during each year of funding.

January 1, 2004 – June 30, 2005 for the first grant award period

January 1, 2005 – June 30, 2006 for the second grant award period

Baseline data may be entered and collected in CTAP<sup>2</sup> prior to submission of the application. These data would apply to the First Implementation Grant reporting requirement. Regional CTAP staff can assist with this process.

Regional California Technology Assistance Project (CTAP) staff **will assist any eligible district** with the application process, implementation of their comprehensive program, and completion of the data reporting requirements. Visit <http://www.cde.ca.gov/edtech/ctap.htm> to find the CTAP contact for your region.

### **Eligibility**

For a listing of eligible school districts, please refer to <<http://www.cde.ca.gov/edtech/eett/>>. Eligibility is restricted to school districts (or a consortium of school districts), county offices of education, and direct-funded charter schools, that serve students in grades 4-8 and meet the following criteria:

Those that are among the school districts in the state with the highest number or percentage of children from families with an income below the poverty line established by the federal Director of the Office of Management and Budget **and meet either** of the additional criteria:

- A. They operate one or more schools identified for improvement or corrective action under Section 1116 of the federal *No Child Left Behind Act of 2001* (Public Law 107-110);

### **OR**

- B. They have a substantial need for assistance in acquiring and using technology, defined as having an average of 10:1 student-to-multimedia computer ratio or greater in schools serving grades 4-8 in the district **or** an average of less than 50 percent of classrooms connected to the Internet in schools serving grades 4-8 in the district as determined by the California School Technology Survey for the year prior to the grant award.

For purposes of this program, the term “poverty line” means the poverty line (as defined by the Office of Management and Budget and revised annually in accordance with section 673(2) of the Community Services Block Grant Act) applicable to a family of the size involved (20 U.S.C. 7801 (5) of the Elementary and Secondary Schools Education Act, Section 9101(33) (See the U.S. Census web site at <<http://www.census.gov/hhes/www/saipc/schooltoc.html>>.)

Consortium and partnership applications are permitted. Applicants that partner will have a competitive advantage in the application scoring. A **consortium** is a group of school districts and/or direct-funded charter schools. At least one school district within the consortium must meet the eligibility definition. One school district within the consortium that meets the eligibility definition must be designated as the lead district with responsibility for program and fiscal accountability. Districts may also choose to partner with an entity to accomplish the program performance goals. A **partnership** is an alliance that involves the school district and at least one of the following:

1. A Local Education Agency (LEA) that can demonstrate that teachers in its schools are effectively integrating technology and proven teaching strategies into instruction, based on a review of relevant research, and that the integration results in improvement in classroom instruction and in helping students meet challenging academic standards.



2. An institution of higher education that is in full compliance with the reporting requirements of Section 207(f) of the Higher Education Act of 1965, as amended, and that has not been identified by the state as low performing under that Act. For more information about this requirement see the Higher Education Act of 1965, as amended, Title II, Section 207(f). ([http://www.house.gov/ed\\_workforce/publications/heacomp/hea65001.pdf](http://www.house.gov/ed_workforce/publications/heacomp/hea65001.pdf))
3. A for-profit business or organization that develops, designs, manufactures, or produces technology products or services or has substantial expertise in the application of technology in instruction.
4. A public or private nonprofit organization with demonstrated experience in the application of educational technology in instruction.

The partnership may also include other LEAs, educational service agencies, libraries, or other educational entities appropriate to provide local programs. If the applying school district or consortium will be using a partnership as part of their comprehensive program, the partnership should be referenced appropriately in the program narrative and included on Form 9 (Consortium and/or Partnership Applicants). All partnerships should have approximately a one-page letter briefly summarizing how the partnership between the partner and the LEA is mutually beneficial and supports the comprehensive program. The letter must be written on the partner's letterhead, and be signed by the lead contact for each partnership. The strength of the partnership will have a bearing on the scoring criteria.

Grant awards for successful applicants applying as a consortium and/or partnership will be based only on the grade 4-8 enrollment of all funded schools within those school districts that meet the eligibility definition. Grants will be awarded to the lead school district on behalf of all eligible school districts applying within the consortium. All school districts applying as a consortium and/or partnership must have an approved technology plan that is current, whether or not they meet the eligibility criteria. Applicants are encouraged to leverage funds whenever possible.

Eligible districts may be part of only one application, either a single district application or as part of a consortium or partnership application. Partners, including non-eligible districts and county offices of education, may be part of more than one application.

Districts (or consortiums) that applied for and received full funding for all eligible schools in Round 1 of this grant are not eligible to apply for Round 2 funding. However, districts (or consortiums) that: 1) previously received partial funding for a school or schools; 2), did not include all eligible schools in the Round 1 EETT competitive application; or 3), included a schools or schools in the application that were not funded, may re-apply for those schools in the Round 2 application.

### **Funding Formula**

Schools selected for funding, and having a school population of more than 300 students, will receive initial one-time implementation funding calculated at \$300 per student for students in grades 4-8. An additional \$300 per student for students in grade 9 may be allocated if the school includes grade 9 students and the school did not receive funding for these students under the Digital High School Education Technology Grant Act of 1997 (Chapter 8.5 (commencing with Section 52250)). These funds will be awarded in two allocations as follows:

Implementation grant:

FY 03-04 \$200 per eligible student

FY 04-05 \$100 per eligible student

For example, a grade 6-8 middle school with a student population of 900 would be eligible for an implementation grant in the amount of \$270,000 ( $\$300 \times 900$  students).

Grant recipients that successfully complete the implementation grant as determined by the grant assurances may be eligible to receive an additional one-time follow-up grant in the amount of \$45 per eligible student, depending on funding availability. The follow-up grant is to be used to continue implementation of the grant recipients' state-approved competitive application. For example, a grade 6-8 middle school with a student population of 900 may be eligible for a one-time follow-up grant in the amount of \$40,500 ( $900 \times \$45/\text{student}$ ). Allocation of the follow-up grant is contingent upon availability of funding and successful completion of the original grant.

### **Small School Formula**

A school with 300 or fewer students in all grades served meets the definition of "small" as used in SB 192 (O'Connell) and may be eligible to receive a minimum grant level of funding for both the implementation and one-time follow-up grants. Minimum grant levels for the implementation grant will be calculated as follows:

1. \$25,000 for 1-100 eligible students plus \$300 per eligible student in excess of the first 25 eligible students.
2. \$15,000 for 101-200 eligible students plus \$300 per eligible student in excess of the first 25 eligible students.
3. \$10,000 for 201-300 eligible students plus \$300 per eligible student in excess of the first 25 eligible students.

The minimum grant level for the one-time follow-up grant for eligible small schools, as defined previously, will be calculated as follows:

1. \$6,000 for 1-100 eligible students.
2. \$10,000 for 101-200 eligible students.
3. \$13,500 for 201-300 eligible students.

For example, a small school with an enrollment of 80 grade 4-8 students in an eligible district may receive \$41,500 for the implementation grant ( $\$25,000$  base plus  $\$300 \times 55$  students). Once the implementation grant assurances and selected program goals have been met, the school might receive an additional \$6,000 for a one-time follow-up grant.

Implementation grant amounts will be calculated by CDE based upon 2003-2004 data submitted for October 2003 CBEDS. Small school grant awards will be disseminated in two allotments with two-thirds of the total funding awarded in the first year and one-third of the total funding awarded in the second year of the grant period. Applicants with questions about the calculation of grant awards should contact the Education Technology Office, California Department of Education, at: (916) 323-5715.

### **EETT Competitive Grant Calendar**

<b>Listing</b>	<b>Description</b>	<b>Due Dates</b>
Online Technology Survey	Completed and submitted for each applying district and proposed school site: < <a href="http://www.cde.ca.gov/edtechsurvey">http://www.cde.ca.gov/edtechsurvey</a> >	January 7, - March 17, 2004
District technology plan	District education technology plan that meets EETT requirements for the LEA and any district consortium members submitted	December 10, 2003
Request for Application	Posted to CDE web site: < <a href="http://www.cde.ca.gov/edtech/eett">http://www.cde.ca.gov/edtech/eett</a> >	November 2003
Intent to Submit (Optional)	Fax Intent to Submit form to CDE (916) 323-5110	December 15, 2003
Application Submission	Received by CDE	January 14, 2004
Application reviews	Grant reading/scoring	February 2004
Grant Awards Issued	Issued to districts (or lead districts if applying as part of a consortium)	March 2004
Evaluation Meeting in Sacramento	Information will be e-mailed to program contacts via listserv	May 2004
Grant Awards Due to CDE	Signed grant award received by CDE	May 2004
Obligation Date	1 First implementation grant 2. Second implementation grant	1. June 30, 2005 2. August 31, 2006

### **EETT-Competitive Reporting**

<b>Listing</b>	<b>Description</b>	<b>Due Dates</b>
Online Technology Survey	By Spring of each year of the grant	2004, 2005, 2006
CTAP <sup>2</sup>	60% of teachers at each funded school site must complete both online modules (Proficiency Assessment and Technology Use Survey) for each year of the grant..	January 1, 2004- June 30, 2005; January 1, 2005 - June 30, 2006
Semi-annual Performance Report for each grant period	1) July 1, 2004- December 31, 2004 2) July 1, 2005 – December 31, 2005, 2006	February, 2005 February, 2006
Annual Performance Report	For each grant award period	1) September, 2005; 2) September, 2006
Expenditure report	For each grant award period	1) August 15, 2005 2) October 15, 2006

## **Section II. Completing and Submitting the Grant Application**

### **Required Application Components and Format**

All applications must comply with the requirements specified in this section. Please note that as long as all required information is provided, a reasonable facsimile may be substituted for any of the forms included in the application.

- The application packet must contain the following and must be presented in the following order:
  - Form 1: Application Title Page
  - Form 2: Certification Regarding Lobbying, Debarment, Suspension and Other Responsibility Matters, and Drug-Free Workplace Requirements
  - Form 3: Project Summary
  - Project Narrative
  - Form 4: Accountability Measures/Evaluation
  - Form 5: Strategies
  - Form 6: Time Line, Roles and Responsibilities for Key Personnel
  - Form 7a: Budget
  - Form 7b: Budget Narrative
  - \*Form 8(a-c; as applicable): Priority List of Schools for Which the District, Consortium, and/or Partnership is Applying
  - Form 9: Consortium and/or Partnership Applicants (if applicable)

\*Form 8(a-c) is available in electronic format from <http://www.cde.ca.gov/edtech/eett>. CDE has provided school data that can be uploaded into the form for all eligible districts.

- The project narrative must be presented with all subsections, including headings, in the following order:
  - Program for Students
  - Professional Development
  - Expanded Access to Electronic Learning Resources, Including Infrastructure, Equipment, and Technical Support
  - Communication and Collaboration Among Home, School, and Community
  - Evaluation
- The project narrative may be no more than 20 pages, including any appropriate charts, tables, or graphs, but excluding all required forms. Project narrative pages must be numbered. If a bibliography page is included, it will not count as part of the 20-page maximum.
- All project narrative pages must include line numbers. Pages must be individually numbered with the first line on each page being line #1.
- All project narrative pages may not contain more than 36 lines per page. If charts, tables, or graphs are included, the number of lines of text on the page must be decreased to provide

room for the charts, tables or graphs. Additionally, any charts or tables may not increase the word count for the page to exceed the number typically found on a page with 36 lines of text.

- All application pages must be submitted in print format on 8 ½ x 11” paper, printed only on a single side.

### **Intent to Submit Form**

Complete each section of the form as indicated. It is requested that the optional Intent to Submit form be completed and faxed to (916) 323-5110 by December 15, 2003. This form will help the CDE determine the estimated number of applications to be received so that an adequate number of grant readers will be available.

### **Form 1: Application Title Page**

Complete each section of the form as indicated.

- Enter the CDS code, district name and address for the lead LEA; indicate whether the application is on behalf of a consortium.
- Include the primary contact person and that person’s contact information. Please include a valid e-mail. E-mail addresses will be incorporated into a listserv and utilized to disseminate information to grantees.
- An authorized agent of the LEA (i.e., superintendent or designee) must sign the certification block.

### **Form 2: Certification Regarding Lobbying, Debarment, Suspension and Other Responsibility Matters, and Drug-Free Workplace Requirements**

Complete each section of the form as indicated, including the place of performance address for the lead LEA, applicant name, title, and date. The certification block must be signed by an authorized agent of the LEA.

### **Form 3: Project Summary**

Using no more than one page, provide a concise description of the proposed comprehensive program planned through the EETT Competitive grant. The Project Summary will be considered in the Scoring Criteria, but does **not** count as part of the 20-page narrative maximum. Include the following information: 1) a statement of the overall intent of the program and how technology will be utilized to meet EETT goals (see p.1); 2) how the comprehensive education technology program is based on relevant research and will support current school district efforts to promote teaching and enhance learning to help students meet or exceed the State Academic Content Standards as adopted by the State Board of Education; and 3) how the program will be implemented.

## **Project Narrative**

This section must include the subsections listed below. Each subsection must be addressed and labeled separately. Included are the required items to be addressed in the application and the research-based recommendations to be considered in the application.

Note: The project narrative describes the comprehensive program that will be implemented to achieve the performance goals and benchmarks. Therefore, the project narrative should be written to be consistent with, and to ensure alignment among, all subsections and required forms, with the subsections providing specific information on how the performance goals will be accomplished. Citations should be incorporated to provide evidence that the selected program is based on relevant research. If a bibliography is included, it will not count as part of the 20-page maximum for the narrative. If sections of the approved district technology plan already address the requirements of this application, applicants may copy and paste text from the applicable sections of their approved district technology plan into the application.

### **a. Program for Students**

Describe the program for students that will be implemented as part of the comprehensive program. The narrative must explain:

1. The student target group (in selected subject areas and grade levels) that will be the focus of the program upon implementation. If the student target group will expand over time, include other grade levels and other academic areas of focus, and when this change will occur.
2. How students' learning needs will be met through the selected research-based program or programs (include relevant citations).
3. How technology will be integrated and utilized to support helping all students in the target group meet or exceed the State Academic Content standards. As appropriate, include an attachment to the application that lists the proposed adopted resources to be used in grant activities. This attachment will not count as part of the 20 page narrative maximum.
4. How the narrative addresses and aligns with the application performance goal(s) and benchmark(s) contained in Form 4. The following is the **required performance goal** for this subsection; however, the applicant may include additional performance goals and benchmarks as needed. Applicants may wish to reference the specific performance goal that is being addressed in the narrative.

**Performance Goal 1:** All students in the target group will increase their use of technology as a tool to support meeting or exceeding state academic content standards adopted by the State Board of Education.

5. How the program strategies listed in Form 5 will assist students in meeting the performance goal(s).
6. The administrative support to be implemented to ensure program success.

## **Research-Based Recommendation**

The following items are research-based recommendations to consider in developing the application, but are not required. Applicants should consider that research has shown that the effective integration of technology supports and maintains the focus on instructional goals. Research shows mounting evidence that educational technology can have a positive impact on student achievement (NCES, 2002; NEIRTEC, 2002; Kimble, 1999). Research-based recommendations for helping to ensure that technology is effectively integrated to promote student achievement include:

- Incorporating technology as a normal part of the learning environment
- Using standards-aligned electronic learning resources that *enhance* the adopted curriculum appropriate to support student achievement
- Utilizing electronic technologies to access and exchange information
- Utilizing technology tools to assist students with productivity, research, problem solving, higher-order thinking and decision-making activities related to learning
- Allowing students to choose and use technology tools to obtain information, analyze, synthesize, and assimilate the information, and then to present it in an acceptable manner
- Using technology to engage students in activities that are difficult, if not impossible, to replicate without technology, such as simulations

### **b. Professional Development**

Describe the research-based program that will be implemented as part of the comprehensive program. The narrative must explain:

1. How the professional development to be provided is high quality, comprehensive, ongoing, based on a review of relevant research (include relevant citations), and supports student learning. (Note: scoring consideration will be given for the types of citations included, with weight given to those backed by research, i.e., peer-reviewed articles, scientific and/or subject content journals, papers presented at professional organizations, etc.)
2. How the program focuses on increasing teacher use of technology as a tool to support student academic achievement of the State Board-approved academic content standards and adopted curriculum.
3. The professional development component to be provided, including the following:
  - The number of professional development hours the staff will receive, and how staff participation will be monitored
  - The number of staff in the target group (in selected subject areas and/or grade levels) that will be the focus of the program upon implementation
  - If the number of staff in the staff target group will expand over time to include other grade levels and other academic areas of focus(Districts may want to consider alignment with AB 466, if appropriate.)
4. If the district will partner with another entity (i.e. school district, county office of education, non-profit, CTAP, institute of higher education, etc.) For each of the

partnership entities listed on Form 9, a partnership letter should be included with the application. This is approximately a one-page letter briefly summarizing how the partnership between the partner and the LEA is mutually beneficial and supports the comprehensive program. The letter must be written on the partner's letterhead and be signed by the lead contact for each partnership. The strength of the partnership relationship, as well as whether a partnership letter has been included, will have a bearing on the scoring criteria for the application.

5. How the narrative addresses and aligns with the application performance goal(s) and benchmark(s) contained in Form 4. The following are **required performance goals** for this subsection and **must be addressed in the application**. However, the applicant may include additional performance goals and benchmarks as needed. Applicants may wish to reference the specific performance goal that is being addressed in the narrative.

**Performance Goal 2.0:** All teachers in the target group participating in professional development on education technology will be qualified to use technology as a tool for teaching and learning.

**Performance Goal 2.1:** All teachers in the target group participating in professional development on education technology will increase their use of technology as a tool to support student academic achievement.

6. How the program strategies listed in Form 5 will assist staff in meeting the performance goals.

7. The administrative support to be implemented to ensure program success.

### **Research-Based Recommendation**

The following items are research-based recommendations to consider in developing the application, but are not required. Applicants should consider that research into effective professional development during the past two decades has established key lessons and principles that can help inform the planning of professional development in all areas, including those focused on technology integration. Effective staff development must be high quality, comprehensive and ongoing (NEIRTEC, 2002; NCES, 2002). Research-based recommendations for effective professional development for technology integration include:

- Focusing on improving teaching and learning, rather than focusing on the technology itself
- Providing interactions within professional learning communities
- Providing timely, sustained and intensive training supported by modeling, coaching, and problem solving around specific problems of practice
- Providing adequate time for training and support as well as access to updated research in teaching and learning through electronic means
- Engaging teachers in looking closely at students' work including analysis of multiple measures of student learning and achievement data, such as curriculum embedded and student-performance assessments



- Making effective use of information and communication technologies and having access to high-quality content that supports the adopted curriculum and is appropriate, relevant, and engaging for students

c. **Expanded Access to Electronic Learning Resources, Including Infrastructure, Equipment and Technical Support**

Note: CDE defines “recent-generation” or “up-to-date” multimedia computers as those no more than three years old, which is the same definition that was used in the 2002 California Technology Survey. It is recognized that a small percentage of older multimedia computers may not be Internet-capable, and this is accepted as a potential discrepancy (though considered minor, if not insignificant) as a necessary limitation in the gathering and comparison of longitudinal data over several years.

Describe how students and teachers will have expanded access to electronic learning resources, including infrastructure, equipment, and technical support as part of the comprehensive program. The narrative must explain:

1. The current student-to-multimedia computer ratio in all classrooms (excluding computer labs) used by the students and teachers in the target group, as well as the current number of classrooms connected to the Internet (excluding computer labs) that are used by the students and teachers in the target group. Note: This ratio should be aligned with the data provided for the 2004 California Technology Survey. Districts should consider the age of computers when setting the benchmark ratios.
2. How the currently available electronic learning resources, including infrastructure, equipment, and technical support are being utilized by the students and teachers in the target group to meet EETT goals (p.1).
3. How currently available and to-be-acquired electronic learning resources (including infrastructure and equipment) will support the comprehensive program; where the new electronic learning resources, infrastructure and equipment will be located; and how the acquisition and placement will support the comprehensive program.
4. How technology tools, both currently existing and to-be-acquired, will be used to support data-driven decision-making.
5. How adequate technical support will be provided to support the comprehensive program.
6. How the narrative addresses and aligns with the application performance goal(s) and benchmark(s) contained in Form 4. The following is the **required performance goal** for this subsection; however, the applicant may include additional performance goals and benchmarks as needed. Applicants may wish to reference the specific performance goal that is being addressed in the narrative.

**Performance Goal 3.0:** All students and teachers in the target group will have expanded access to up-to-date technology tools and electronic learning resources.

7. How the program strategies listed in Form 5 will assist staff in meeting the performance goal(s).

### **Research-Based Recommendation**

The following items are research-based recommendations to consider in developing the application, but are not required. Applicants should consider that research has shown that increased accessibility to technology may suggest new meaning for teachers and students, even as connectivity has improved and the number of computers has increased. Expanded access to learning resources includes the utilization of electronic networks (i.e., distance learning) to deliver specialized or rigorous academic courses and curricula for students as well as increased access through models such as extended-day learning. Adaptive technology should be incorporated when needed to provide access to students or teachers.

For schools to use technology, they must first have technology and then make it available. Connectivity should allow Internet access at a speed that does not inhibit learning activities. If links between computers are wireless, infrastructure includes both receivers and transmitters (NEIRTEC, 2002; NCES, 2002). In addition to the number of computers available and the connectivity rate, location of the hardware is important. Results from the West Virginia Basic Skills/Computer Education Study (1999) indicate that student outcomes are most improved by placing computers where they are most readily accessible to students and teachers, usually in classrooms (Mann, Shakeshaft, Becker, Kottkamp, 1999).

Researchers investigating the impact of technology on student learning have found that a major barrier to technology use is the lack of technical support. Even teachers who regularly use computers will stop if the equipment is unreliable. Consequently, the effective use of technology requires timely, on-site technical support (Ringstaff & Kelley, 2002; NEIRTEC, 2002; NCES, 2002). Research-based recommendations for expanding access to learning resources, including infrastructure, equipment, and technical support include:

- Lowering the student-to-Internet-connected, multimedia-computer ratio in classrooms to 5:1 or less
- Addressing equitable access for all students and staff, including placing the technology in classrooms, installing file servers for “anywhere access”, and planning for increased access outside of school hours
- Installing a T-1 line (or faster) to ensure adequate access to the Internet
- Utilizing networking to share district-wide resources for teachers and students (including those with special needs)
- Having an adequate technical-support-to-equipment ratio so that technical support response time is less than four hours after being notified for assistance
- Basing technical support staff on-site at campuses

**d. Communication and Collaboration Among Home, School, and Community**

Describe how technology will be utilized to establish or to improve communication and collaboration among home, school, and community as part of the comprehensive program. The narrative must explain:

1. How the use of technology for communication among home, school, and community will enhance the comprehensive program.
2. How students' learning needs will be supported through the use of technology for communication and collaboration among home, school, and community, and how the use of technology enhances the comprehensive program.
3. The partnerships that have been established to support the comprehensive program, including the following:
  - If the district will partner with another entity (i.e. school district, county office of education, CTAP, non-profit, institution of higher education, etc.) to establish or improve communication and collaboration among home, school, and community as part of the comprehensive program.
  - How partnerships will support the comprehensive program (i.e., professional development, evaluation assistance, coordination, research assistance, etc.)
  - For each of the partnership entities listed on Form 9, a partnership letter should be included with the application. This is approximately a one-page letter summarizing how the partnership between the partner and the LEA is mutually beneficial and how it supports the comprehensive program. The letter must be written on the partner's letterhead and be signed by the lead contact for each partnership. The strength of the partnership relationship will have a bearing on the scoring criteria. Applicants that partner will have a competitive advantage in the application scoring.
4. How promising practices will be disseminated to others.
5. The narrative must address and align with the application performance goal(s) and benchmark(s) contained in Form 4. The following is the **required performance goal** for this subsection; however, the applicant may include additional performance goals and benchmarks as needed. Applicants may wish to reference the specific performance goal that is being addressed in the narrative.

**Performance Goal 4.0:** Communication and collaboration among home, school and community utilizing technology will be established or improved to support student learning.

6. How the narrative is in line with the strategies listed on Form 5.
7. The administrative commitment for student/teacher access to methods of electronic communication (such as e-mail and/or web access) to ensure program success.

**Research-Based Recommendation**

The following items are research-based recommendations to consider in developing the application, but are not required. Applicants should consider that research indicates that when parents participate in their children's education, the result is an increase in student

achievement and an improvement of students' attitudes towards learning. There are a number of important communication functions that schools and districts carry out which technology can enable or improve. For example, information may be provided via district and/or classroom websites that post online student performance portfolios and homework assignments, or may be communicated through e-mail messages (NEIRTEC, 2002; NCES, 2002).

Research-based recommendations for addressing communication and collaboration among home, school, and community include:

- Facilitating e-mail accounts/web access for teachers and students promotes communication and sharing of information
- Developing school/community partnerships supports learning opportunities for students
- Using school web postings and e-mail enhances communication with parents regarding student attendance as well as performance on individual assignments
- Involvement in community events promotes education and increases awareness of how students utilize technology for learning

#### **e. Evaluation**

To meet both the state and federal evaluation and reporting requirements, districts will be required, on a semi-annual basis, to collect data and to report progress toward meeting performance goals. The Semi-Annual Report may be found at <http://www.cde.ca.gov/edtech/eett>. Common Data Elements, for assessing progress in education technology, are also posted on <http://www.cde.ca.gov/edtech/eett>. These elements (as appropriate) should be referenced on Form 4, Accountability Measures/Evaluation.

SB 192 specifically mandates that the evaluation of grant activities include an evaluation process and accountability measures that will be used to evaluate the extent to which activities funded under the grant are effective in all of the following areas:

(1) Integrating technology into teaching and learning; (2) Increasing the ability of teachers to teach; and (3) Assisting students in meeting state academic content standards.

Form 4 outlines the methods and tools that will be used to monitor progress toward meeting program performance goals and benchmarks. This subsection must clearly describe the process that will be used to monitor, evaluate, and if needed, modify the comprehensive program to ensure its successful implementation. The narrative for this subsection must explain:

1. How the data from multiple measures will be collected over time for each of the comprehensive program subsections.
2. The process for determining, through incorporating data-driven decision-making into a continuous improvement cycle, the impact the comprehensive program has had on improving teaching and learning, expanding access to technology and electronic learning resources and increasing communication/collaboration among home, school and

community. The evaluation plan must clearly address **ALL** the required performance goals.

3. If additional goals have been included, there must be a clear relationship to the required performance goals and to the purpose of the comprehensive program.
4. How the information gleaned from data-driven decision-making will be utilized to make any needed adjustments and refine the comprehensive program.
5. How the evaluation plan provides a clear process for documenting progress on the performance goals and benchmarks to determine eligibility for the follow-up grant.

### **Research-Based Recommendation**

The following items are research-based recommendations to consider in developing the application, but are not required. Applicants should consider that research has shown that the most important part of the comprehensive program approach is evaluation of results and impact that allows for a continuous cycle of improvement. Effective evaluation is critical for the following reasons: 1) it serves as a continuous accountability guide; 2) it provides feedback and results in data that can be utilized within a continuous improvement cycle; 3) it provides pre-established, required data and documents that help to determine whether the goals and objectives of the project are actually achieved (NEIRTEC, 2002; NCES, 2002).

Research-based recommendations supporting rigorous evaluation of the comprehensive program and grant activities include:

- Utilizing evaluation strategies that will provide the information needed to address the specific evaluation questions
- Collecting data using multiple measures that can be tracked over time
- Developing a time line for all evaluation activities including instrument development (if needed), data collection and analysis, reporting/communicating results and staff responsibilities
- Utilizing evaluation results to change or refine the comprehensive program and/or grant activities

### **Form 4: Accountability Measures/Evaluation**

The five required performance goals (Goals 1.0, 2.0, 2.1, 3.0, and 4.0) have been entered into the attached forms. With the exception of Goal 4.0, the performance benchmarks have been entered as well. **The benchmarks may not be edited or changed for Goals 1.0-3.0.** Applicants are to enter the baseline and target percentage or ratio numbers only. For Goal 4.0, applicants must enter their performance benchmarks based upon the comprehensive program described in the application. For all goals, list the data collection (note that **Goals 2.0, 2.1 and 3.0 contain required data collections that must be included on Form 4**), and provide the schedule for data collection that will be used. Follow the form format to add any additional performance goals, benchmarks, data collections, and schedule for data collections as needed. As appropriate, include Common Data Elements to be identified. Any additional performance goals must have benchmarks for June 30, 2005, and August 31, 2006. The Accountability Measures/Evaluation Form will be considered in the Scoring Criteria, but does not count as part of the 20-page narrative maximum.

Part of the accountability and evaluation process for applicants includes the following annual data reporting requirements:

- Completion of the spring, 2004, 2005, and 2006 California School Technology Survey for the district and for each school in the district that receives funding. The survey may be accessed at <<http://www.cde.ca.gov/edtechsurvey/>>. Spring 2004 California School Technology Survey information should be entered during the period of time from January 7, 2004, through March 17, 2004.
- Sixty percent of the teachers at each funded site must complete both online modules of the CTAP<sup>2</sup> Technology Assessment Profile (Proficiency Assessment and Technology Use Survey). The modules may be accessed at <<http://ctap2.iassessment.org/>>. The CTAP<sup>2</sup> module will be completed during each of the grant award periods (see p. 3):
  - January 1, 2004 – June 30, 2005 for the first grant award period
  - January 1, 2005 – June 30, 2006 for the second grant award period

Baseline data may be entered and collected in CTAP<sup>2</sup> prior to submission of the application. Regional CTAP staff can assist with this process.

Note: Grant recipients that successfully complete the implementation grant as determined by the grant assurances may be eligible to receive an additional one-time follow-up grant in the amount of \$45 per eligible student. Assurance 22 states, “Agree that eligibility for the one-time follow-up grant will be approved by CDE if funding is available, and when the LEA can demonstrate that they have met or made significant progress (accomplished 70 percent or greater of each required benchmark included in the RFA as well as any additional benchmark(s) added by the LEA) in meeting their August 31, 2006, application performance goals. Therefore, it is critical that applicants set performance benchmarks that are realistic and reasonable.

### **Form 5: Strategies Chart**

Describe the specific strategies and actions that will be implemented to achieve each of the performance goals and benchmarks (from Form 4). Include the implementation timeframe for the strategies/actions on Form 6: Time Line/Roles and Responsibilities for Key Personnel. The Strategies Chart will be considered in the Scoring Criteria, but does **not** count as part of the 20-page narrative maximum.

Note: The Strategies Chart should be written to be consistent with, and to ensure alignment among, all project narrative subsections and other required forms.

### **Form 6: Time Line/Roles and Responsibilities for Key Personnel**

In completing this form, it is critical that applicants include sufficient detail so that a clear process for implementation of the grant is outlined. At a minimum, include planning meetings, data collection dates and evaluation/reporting submission, recruitment/selection for professional development leaders (i.e., coaches, mentors, facilitators), recruitment/selection for program

participants, selection/ordering of equipment and electronic learning resources, major milestones (including strategies/actions for achieving each of the program goals referenced in Form 5) for program implementation. The time line will be considered in the Scoring Criteria, but does **not** count as part of the 20-page narrative maximum.

### **Form 7a and 7b: Budget/Budget Narrative**

Provide a budget and a budget narrative for the first two years of the grant for all sites listed on Form 8a. Include, as appropriate, salaries, benefits, books, materials, supplies, services and other operating expenditures, travel, and capital outlay to be acquired with grant funding. If indirect costs are taken, use the approved rate for the correct fiscal year. Provide a description of each object of expenditure in sufficient detail to give grant readers a complete picture of how monies will be allocated. Include the percentage of funds allocated for professional development for each year of the grant. Note: A minimum of 25% of the **total** amount of the grant must be allocated for high-quality professional development. If the application is partially-funded, the LEA will submit a budget revision at a later time to reflect the reduced amount.

### **Forms 8a, 8b, 8c: Priority List of Schools for Which the District, Consortium, and/or Partnership is Applying**

As stated in Section III, Priority for Awarding Grants, middle and junior high schools will be funded first. If funding remains after all eligible middle and junior high schools have been funded, then eligible elementary schools will be funded, and if funding remains after all eligible elementary schools are funded, then eligible other schools serving grades 4-8 will be funded. Therefore, applicants must list the schools on these forms in priority order, with all eligible middle and junior high schools listed on Form 8a, all eligible elementary schools listed on Form 8b, and all eligible other schools serving grades 4-8 listed on Form 8c. For example, if several schools are listed on Form 8a, the schools should be ranked in the order in which the LEA wants them funded. The following information must be provided:

- LEA CDS Code
- LEA name
- Priority ranking order (1, 2, 3, 4, etc.)
- School CDS Code
- School name
- Charter school identification (if applicable)

Districts may provide this information using either the Word format in this application or utilize the recommended pre-formatted Excel file and directions that can be downloaded from the EETT web page: <<http://www.cde.ca.gov/edtech/eett/>>. However, to insure the accuracy of the Priority List of Schools for Which the District, Consortium, and/or Partnership is Applying, it is **strongly recommended** that districts submit the information in the pre-formatted Excel format. When utilizing the Excel format, include a printed copy of the Priority List of Schools for Which the District, Consortium, and/or Partnership is Applying with the application packet. This will take the place of applicable Forms 8(a-c).

## **Form 9: Consortium and/or Partnership Applicants**

Identify the lead school district and all school districts and/or direct-funded charter schools within the consortium. A brief partnership letter (approximately one page in length) should be included for any partnerships listed on this form. Partnership letters should be written on the partner's letterhead, should summarize how the partnership supports the comprehensive program and should state how the partnership is mutually beneficial to the partner and to the LEA. The letter must be signed by the lead contact for each partnership.

### **Application Submission**

#### **Number of Application Copies to Submit**

All applicants are required to submit one (1) signed, unbound original copy suitable for photocopying and four (4) stapled copies of the application to the Education Technology Office.

Before submitting the application, please check the <http://www.cde.ca.gov/edtech/eett> website. An online option may be available at a later date.

Mailing/delivery address for applications:

EETT Competitive Grant  
California Department of Education  
Education Technology Office  
1430 N Street  
Sacramento, CA 95814-5901

Each copy of the application must be covered with a Title Page (Form 1 included in this application, or a reasonable facimilie). Except for the one unbound copy referenced above, all copies of the applications should be stapled or bound in such a manner that the application is flat. Do not submit applications in binders.

#### **Deadline for Submission**

Completed applications with required signatures must be in the possession of the California Department of Education's Education Technology Office staff **no later than 5:00 p.m. on January 14, 2004**. All applications must be received on or before that date to be considered. Late submissions will **not** be considered; faxed or e-mailed applications will **not** be accepted. Please note that districts that do not have a state-approved technology plan should submit their plans electronically in Cycle B for review (see <<http://www.cde.ca.gov/edtech/eett>> for more information). Funding for this grant will not be awarded to any LEAs that do not have a state-approved technology plan before the grant deadline of January 14, 2004.



Applications not received by the deadline date will not be considered for funding unless the applicant can show proof that the application was:

1. Sent by registered or certified mail not later than five (5) days before the deadline date; or
2. Sent by an express overnight mail service not later than one (1) day before the deadline date.

Applications delivered by hand will be accepted daily between the hours of 8:00 a.m. and 5:00 p.m., Pacific Daylight Time except Saturdays, Sundays, or state holidays at the above address.

Applications delivered by hand on January 14, 2004, will not be accepted after 5:00 p.m. A receipt will be given for hand-delivered applications, if requested.

### **Application Format Screening**

Staff from the California Department of Education's Education Technology Office will review each application received for completeness and for compliance with format requirements. These requirements are:

1. All narrative pages must be numbered.
2. All required forms must be complete and included in the application set.
3. All pages needing a signature must be signed. One application set must have an original signature. Blue ink is recommended.
4. All narrative pages must include line numbers. Pages should be individually numbered, with the first line of each page being line #1.
5. All narrative pages may not contain more than 36 lines per page. If tables or graphics are included, number of lines of text on the page must be decreased to provide room for the tables or graphics.
6. The application narrative may not exceed twenty (20) pages, excluding the required forms. If a bibliography is included in the application, it will not count as part of the 20-page narrative maximum.
7. The LEA, and any district consortium members, must have transmitted a state-approved district technology plan that aligns with State Board-adopted guidelines and the EETT criteria by the application deadline. (See the following section for more information.)

The California Department of Education will pre-screen applications for compliance with the items above. If any items are missing or incomplete, this will be considered a failure to comply with the format requirements and the application will be disqualified. Disqualified applications will not be read or scored. If the number of lines on one or more pages exceeds 36 lines or if an application contains more than 20 pages of narrative (excluding the required forms and excluding the bibliography, if included) for selected program(s), the application will be "red lined." That is, a red line will be placed at the end of the equivalent of 20 pages of 36 lines per page per narrative, and readers will be instructed not to read or score the rest of the narrative. **Applicants will not be allowed to correct deficiencies and resubmit their application for consideration in this round of competition.**

In addition to the above requirements, applicants are encouraged to format their applications in a professional and easy-to-read manner. It is recommended that a minimum font size of 12 be used to

promote readability throughout the entire document. It is also recommended that each application section is clearly labeled to match the Scoring Criteria and that applications be formatted using a portrait orientation format rather than landscape orientation, with the exception of the required forms. Project applicants should note that the Scoring Criteria (Appendix E) includes points for presentation and readability.

Reviewers will have a limited time to read each application. Their reading time will be limited to the required sections of the application. If the applicant lists partnerships on Form 9, partnership support letters should be attached at the end of the application. Any material not specifically required, including supplementary materials such as videotapes, CD-ROMs, commercial publications, etc., **should not** be submitted. If submitted, these items will be removed from the application package. These items will not be reviewed when the application is scored, nor will they be returned to the applicant.

### **District Technology Plan Requirement**

To be eligible to apply for the EETT Competitive grant, applicants must have a current state-approved district technology plan that aligns with State Board-adopted guidelines and the EETT criteria.

If the district did not previously submit a district technology plan that meets the EETT criteria (available at <<http://www.cde.ca.gov/edtech/eett>>) one must have been submitted online no later than **December 10, 2003 (Cycle B)** as part of the application process.

### **Required Conditions and Grant Assurances**

Following the competitive application review process, successful applicants will be required to sign and submit a Grant Award Acceptance and Assurances form prior to receiving funding. The Grant Award will specify the payment schedule for the funds and the Assurances will include terms and conditions that must be met to receive funding. In addition, CDE is recommending that grant recipients take advantage of regional and statewide services to enhance their ability to effectively plan and use technology. The required conditions, as well as recommended actions, are listed below.

As a condition of the receipt of funds under this program, the grantee will assure that it will comply with the following Grant Assurances:

1. Administer the grant in accordance with all applicable federal and state laws and regulations.
2. Maintain control of funds and title to property acquired with program funds in the public agencies. Exercise reasonable care in ensuring the safety of property acquired with program funds and maintain appropriate and adequate insurance coverage.
3. Use proper methods of administering the program, including correction of any deficiencies identified through audits, monitoring, or evaluation.

4. Cooperate in carrying out any evaluation of the program conducted by, or for, the U. S. Secretary of Education, the CDE, or other federal or state officials.
5. Use fiscal control and fund accountability procedures as will ensure proper disbursement of, and accounting for, federal funds paid under the program, including the use of the federal funds to supplement, and not supplant, state and local funds, and maintenance of effort (20 USC § 8891).
6. Operate programs and services in compliance with Title VI and Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, the Age Discrimination Act of 1975, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act.
7. Make reports to the state agency as may reasonably be necessary to enable the state agency to perform its duties, and maintain such records and provide access to those records as the state agency deems necessary. Such records shall include, but not be limited to, records which fully disclose the amount and disposition by the grantee of those funds, the total cost of the activity for which the funds are used, the share of that cost provided from other sources, and such other records as will facilitate an effective audit. The recipient shall maintain such records for three years after the completion of the activities for which the funds are used (34 CFR 76.722, 76.730, 76.731, 76.734, 76.760; 34 CFR 80.42).
8. Repay any funds which have been finally determined through a federal or state audit resolution process to have been misspent, misapplied, or otherwise not properly accounted for, and further agree to pay any collection fees that may subsequently be imposed by the federal and/or state government.
9. Ensure that its governing board has a policy in compliance with state law requiring local educational agencies to expel from school, for a period of not less than one year, a student who is determined to have brought a firearm to school under the jurisdiction of the grantee (20 USC §8921, Gun Free Schools Act – see California Education Code section 48915).
10. Make provision for the participation of eligible private elementary and secondary schools in the technology planning process when appropriate (ESEA, Title XIV, § 14503, (20 USC §8893)).
11. Administer the activities funded by this grant in such a manner so as to be consistent with State Academic Content Standards.
12. Obligate all grant funds by end date of the grant award or re-pay any funding received but not obligated. See Appendix C for a Definition of Obligation.
13. Maintain procedures to minimize the time elapsing between the transfer of the funds from CDE and disbursement.
14. Comply with the semi-annual reporting requirements and submit an end-of-the-year expenditure report form by the due dates specified.

15. Ensure that any curriculum-based software purchased with grant funding must be part of a state-adopted program or be reviewed by the California Learning Resources Network (CLRN), if appropriate, and found to be consistent with State Board-adopted Content Standards. CLRN reviews supplemental electronic learning resources for students. (Visit <<http://www.clrn.org>> for additional information regarding CLRN). Please see p.27 of the EETT Competitive grant application for a list of resources that do not need CLRN review.
16. Ensure that any hardware purchased with grant funding meets the minimum Technical Specifications for Computers Purchased or Leased Under EETT Funding (Appendix B-1).
17. If EAST is selected as a program option, ensure that any hardware/software purchased with grant funding that will be utilized for EAST classes will meet the minimum technical specifications for computers/software as designated by EAST Initiative. Any deviations from technical specifications (Appendix B-2, posted at <<http://www.cde.ca.gov/edtech/eett/>>) must be approved by EAST Initiative.
18. Agree to CDE site visitations for the purpose of monitoring grant implementation and expenditures and provide all requested documentation to CDE personnel in a timely manner.
19. Agree that CDE has the right to intervene, re-negotiate the grant, and/or cancel the grant if the grant recipient fails to comply with grant requirements.
20. Agree to submit: 1) a Semi-Annual performance report by the deadline stipulated by CDE; 2) any evaluation data requested by CDE; and 3) the 2005 and 2006 California School Technology Survey for the district and all schools for which the district is applying for funding. Districts must have completed the Spring 2004 California School Technology Survey for the district and all sites for which funding is requested by the **March 17, 2004**, survey deadline. The survey may be accessed at <<http://www.cde.ca.gov/edtechsurvey/>>.
21. Agree to comply with specific requirements of the professional development model described in the EETT Competitive grant application (i.e., attending required trainings, Contract for Services, etc).
22. Agree that 60 percent of the teachers at each funded site will complete both modules of the CTAP<sup>2</sup> Technology Assessment Profile (Proficiency Assessment and Technology Use Survey). The CTAP<sup>2</sup> module will be completed during each grant award period: January 1, 2004-June 30, 2005 for the first grant period; January 1, 2005 – June 30, 2006 for the second grant award period.
23. Agree that eligibility for the one-time follow-up grant will be approved by CDE if funding is available, and when the LEA can demonstrate that they have met or made significant progress (70 percent or greater of each required benchmark included in the RFA as well as any additional benchmarks added by the LEA) in meeting their August 31, 2006, application performance goals.

24. Maintain and, upon request, provide to CDE a written affirmation signed by officials of each participating private school that the consultation required by Section 1120 (b) under Title I, Part A of the *No Child Left Behind Act of 2001* has occurred. (See Appendix A for more information.)
25. Agree that funds will only be utilized in the school(s) identified in this application. Funds may be moved from one funded site to another funded site, as needed, to support the research-based programs.
26. Ensure that expenditures are consistent with the federal Education Department Guidelines Administrative Regulations (EDGAR), <<http://www.access.gpo.gov/cgi-bin/cfrassemble.cgi?title=199834>> under Title 34 Education.
27. Have a current, state-approved district technology plan that is aligned with State Board-adopted guidelines and EETT criteria.
28. Ensure that all districts listed in the application are compliant with the Children's Internet Protection Act (CIPA). To view legislation, please see the following site: <[http://ftp.fcc.gov/Bureaus/Common\\_Carrier/Orders/2001/fcc01120.doc](http://ftp.fcc.gov/Bureaus/Common_Carrier/Orders/2001/fcc01120.doc)>.
29. Attend annual evaluation/program implementation meeting located in Sacramento during May 2004 (exact meeting time, date and location will be disseminated to grantees via e-mail. The budget forms, included with the grant award letter, should reflect travel costs for this trip.

**Suggested Steps:**

All grantees will be encouraged to:

1. Work with their CTAP region in the implementation of their technology plans. Information about CTAP, including a current list of regional contacts, may be found at <<http://www.cde.ca.gov/edtech/>>.
2. Use the resources posted on the Technology Information Center for Administrative Leadership (TICAL) web site. TICAL provides resources and information focused on "digital school leadership" for educational administrators in the areas of: data-driven decision-making; integrating technology into standards-based curriculum; technology planning; professional development needs of staff; financial planning for technology; and operations and maintenance. The web site may be found at: <<http://www.portical.org>>.
3. Plan for adequate technical support to ensure that any hardware purchased with grant funding is appropriately maintained. Grantees may contract for technical support at the time of hardware purchases and/or provide this support via district or school staff.
4. Use the services provided by the Technical Support for Education Technology in Schools

(TechSETS) to assist in identification of skills needed by technical support staff and in acquiring the professional development that these staff need. Information about TechSETS may be found at <<http://www.techsets.org>.>

5. Before determining whether to purchase supplemental electronic resources, visit the California Learning Resources Network (CLRN) site to make sure the resources have been reviewed by this Statewide Educational Technology service. Please note that CLRN does **not** review the following electronic learning resources:
  - a. Distance learning resources that constitute a full course of study
  - b. Resources that are not in the core content areas of Math, Language Arts, Science, and History-Social Science
  - c. Productivity resources
  - d. Graphic programs
  - e. Word processing or keyboarding programs
  - f. Database programs
  - g. Desktop publishing
  - h. E-mail
  - i. Presentation programs
  - j. Browsers
  - k. Assessment programs
  - l. Professional Development resources
6. Establish partnerships as necessary to assure the successful implementation of the grant.  
(Note: All partnerships listed on Form 9 should have a brief letter (approximately one page), written on the partner's letterhead, summarizing how the partnership between the partner and the LEA is mutually beneficial and supports the comprehensive program. The letter must be signed by the lead contact for each partnership.)

### **Section III. Application Scoring Process, Regional Funding Allocation, Priority for Awarding Grants, and Use of Funds**

#### **Application Scoring Process**

Applications will be reviewed and scored by external panels of experts identified by CDE. The panels will assign the competitive score, based on the Scoring Criteria. (See Appendix E for Application Scoring Criteria.) There is a maximum of 100 points possible. The application must score a minimum of 50 points to be considered for funding.

Each application will be read and scored independently by readers trained on using the scoring criteria. Readers will score applications from regions other than their own. If the readers' scores for each section of the Scoring Criteria (Appendix E) are the same or if the difference of the scores falls within a predetermined limit, the scores will be considered to be "in agreement" and will be averaged to yield the total score from the readers.

If the difference between the readers' scores exceeds the predetermined limit and the readers cannot come to agreement, the scores from these readers will be set aside. The application will then be read and re-scored by a chief reader, who will make the final score determination.

Within each CTAP region, applications will be ranked according to their score on the Scoring Criteria. Scores will be determined as follows:

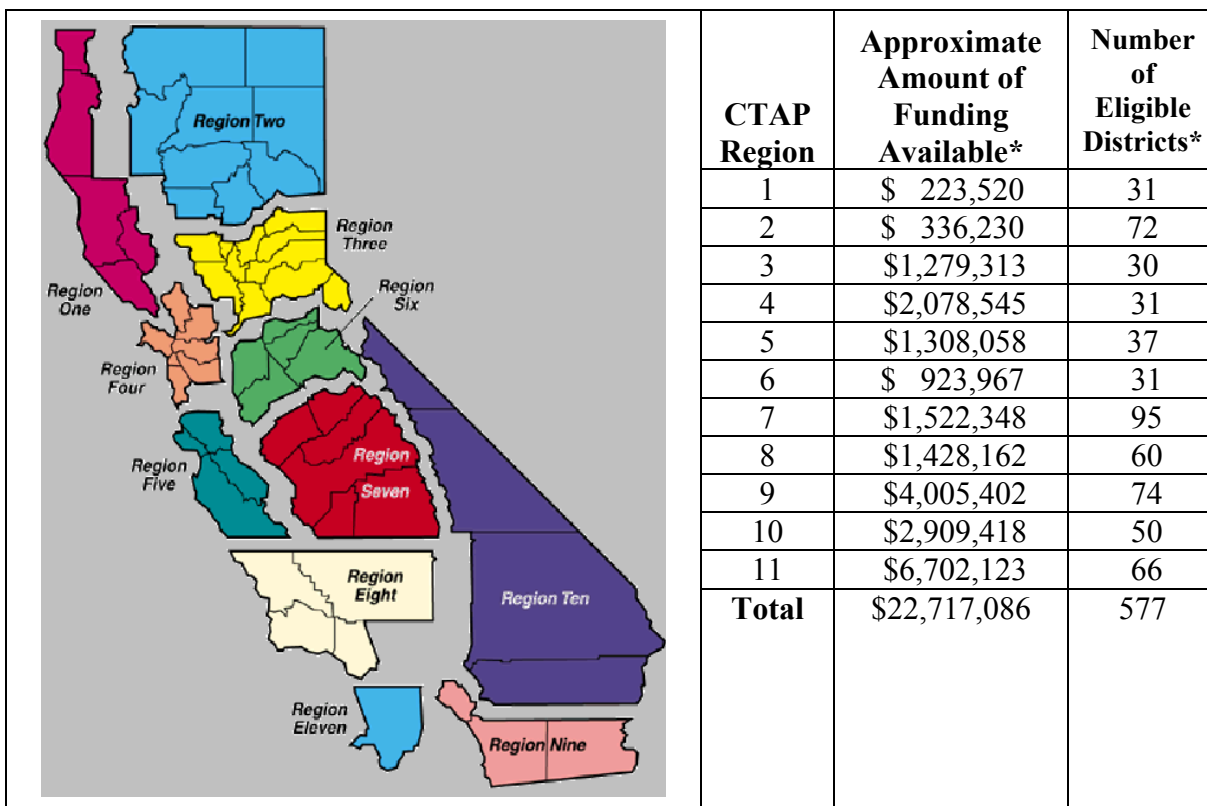
#### **Categories and Maximum Scores for the Application Narrative**

<b>Category</b>	<b>Maximum Points Score</b>
1. Program for Students	15
2. Professional Development	15
3. Expanded Access to Learning Resources, Including Infrastructure, Equipment and Technical Support	15
4. Communication and Collaboration Among Home, School and Community	15
5. Evaluation	20
6. Budget and Budget Narrative	15
Subtotal	95
Application Presentation	5
<b>Total</b>	<b>100</b>

## **Regional Funding Allocation**

As specified in SB 192 (O’Connell), all funding is subject to availability of federal funding appropriated for competitive EETT grants under Part D of Title II of the *No Child Left Behind Act of 2001* (Public Law 107-110).

Funds will be competitively awarded on a geographic basis conforming to the 11 CTAP regions. Applicants within each region will compete against other applicants from that region. The amount of funding available for each region has been calculated based upon the Fall 2002 California Basic Educational Data System (CBEDS) data using the grade 4-8 enrollment in eligible schools within the region. Actual grant awards to school districts will be based on the 2003 CBEDS data.



**\*Includes eligible public school districts and direct-funded charters.**

(Allocation totals may be adjusted based on any updated information.)

It is likely that the last EETT Competitive grant application to be funded in each region may receive only partial funding for its comprehensive program. In this case, the LEA will have the option to refuse the grant. See “Additional Information (page 30).



### **Priority for Awarding Grants**

Legislation from SB 192 (O'Connell) established funding priorities as follows (Section 52295.30, (b)):

- (4) First priority shall be middle and junior high schools.
- (5) Second priority shall be elementary schools.
- (6) Third priority shall be other schools that serve pupils in grades 4-8, inclusive.

The following process will be used to determine which applications and schools will be funded within each CTAP region:

1. All applications that receive 50 percent or more of the total points possible will be grouped by score percentage ranges (100-90, 89-80, 79-70, 69-60, and 59-50).
2. Within each score percentage range, applications will be ranked as follows:
  - a. Applications from school districts that received less than \$10,000 in funding from the EETT Formula grant will be ranked by score percentage and listed first. In the event of a tied score, the applicant with the higher substantial need in acquiring and using technology as determined by the California School Technology Survey will be listed first.
  - b. Applications from school districts that received \$10,000 or more in funding from the EETT Formula grant will be ranked by score percentage range and placed below the school districts that received less than \$10,000 in EETT Formula funding. In the event of a tied score, the applicant with the higher substantial need in acquiring and using technology as determined by the California School Technology Survey will be listed first.
3. Starting with the 100-90 score percentage range and working downward, funding will then be allocated within each scoring percentage range to school districts based upon middle and junior high schools contained in each application.
4. If there is a balance remaining after all middle and junior high schools have been funded, starting with the 100-90 score percentage range and working downward, funding will next be allocated within each scoring percentage range to each school district based upon the elementary schools in each application.
5. If there is a balance remaining after all elementary schools have been funded, starting with the 100-90 score percentage range and working downward, funding will be allocated within each score percentage range to each school district based upon the other eligible schools serving grades 4-8 in each application.

It is anticipated that at some point in the process, there will be insufficient funds remaining to fund all of a certain school type (middle and junior high, elementary, and other schools serving grades 4-8) in a district or consortium application. If this occurs, the schools in the application will be funded based upon their priority listing on Form 8a, 8b, or 8c until all funding is allocated. School type will be verified prior to funding. Please see "Additional Information" on page 30.

## **Use of Funds**

Grant funds are to be allocated by the district (or lead district in the case of a consortium) and expended by each funded school included in the program. Funds are to be tracked at the LEA level. Funds may be moved from one funded school to another, as long as the school receiving funds was included in the program application and was selected to receive funding. Any substantive change must be requested in writing and approved by CDE program staff.

A minimum of 25 percent of the **total grant** shall be spent on high-quality professional development that provides teachers with the capacity to integrate technology effectively into curricula and instruction that are aligned with state academic content standards adopted by the State Board of Education and the applicable Curriculum Framework adopted by the State Board of Education.

Remaining funds are to be utilized to implement and support the comprehensive program described in the application in a manner consistent with the federal Education Department Guidelines Administrative Regulations (EDGAR), <<http://www.access.gpo.gov/cgi-bin/cfrassemble.cgi?title=199834>> under Title 34 Education and may include, but are not necessarily limited to:

- Hardware (Any hardware purchased with grant funding must meet or exceed the technical specifications for computers purchased or leased under EETT funding. See Appendix B-1 and/or B-2, as applicable).
- Infrastructure and technical support
- Electronic learning resources, including distance learning (Any curriculum-based-electronic learning resources purchased with grant funding must be part of a state-adopted program or reviewed by the California Learning Resources Network (CLRN), if appropriate, and found to be consistent with State Board-adopted Academic Content Standards. Information about CLRN may be found at <<http://www.clrn.org>>. Please see p. 27 for examples of resources that do not need CLRN review.
- Implementing proven and effective courses and curricula that include integrated technology that are designed to help students reach challenging academic standards
- Salaries, benefits, stipends for trainers, facilitators, tech support personnel
- Costs of substitute teachers for release time for teachers engaged in professional development
- Expenses negotiated as part of a mentoring relationship with an established school program
- Supplies and materials integral to the program events
- Promoting parental/community involvement utilizing technology
- Fostering communication among parents, students, and teachers utilizing technology
- Evaluation of grant activities

## **Additional Information**

Due to limited resources, it is anticipated that there will not be sufficient funding to provide awarded LEAs in a region with the maximum allowable funding. Funding will be allocated to the highest-scoring applications within percentage ranges and with consideration for EETT Formula awards. The last application in a region to be funded will receive the remaining regional EETT allocation, which will likely result in the LEA being partially funded. Although

the LEA will still be responsible for implementing a comprehensive program, the LEA will have the option to either modify the original program proposal to limit the target group and/or reduce the number of sites or to decline the grant award.

## **Section IV. Application Forms**

CALIFORNIA DEPARTMENT OF EDUCATION  
Enhancing Education Through Technology Grant

# INTENT TO SUBMIT

**Please fax by December 15, 2003**

**NOTE: Please print or type all  
information**

Fax to: California Department of Education  
(916) 323-5110

DEPT. OF EDUCATION USE	
Application Number	Fiscal Year

		County/District Code			
		County		District	
Program <b>Enhancing Education Through Technology (Competitive, Round 2)</b>					
District Name (if consortium, enter lead district name)					
Address		Fax number			
City	Zip Code	E-mail address			
Primary Contact or Fiscal Agent	Title	Telephone			

## EETT Form 1: Application Title Page

California Department Of Education

### ENHANCING EDUCATION THROUGH TECHNOLOGY GRANT

#### APPLICATION DEADLINES:

Submission of Competitive Application – January 14, 2004

Online Submission of District Technology Plans – December 10, 2003

**NOTE: Please print or type all information**

Return to: California Department of Education

Education Technology Office  
1430 N Street  
Sacramento, CA 95814


#### County/District Code

County    District

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Program <b>Enhancing Education Through Technology (Competitive)</b>		Check if consortium and/or partnership <input type="checkbox"/> Consortium <input type="checkbox"/> Partnership <input type="checkbox"/> Both
District Name (if consortium, enter lead district name)		
<input type="checkbox"/> Check here if Direct Funded Charter		<b>CDS School Code if Direct Funded Charter</b>
Address		Fax number
City	Zip Code	E-mail address
Primary Contact or Fiscal Agent	Title	Telephone
<b>CERTIFICATION/ASSURANCE SECTION:</b> I hereby certify that all applicable state and federal rules and regulations will be observed. To the best of my knowledge, the information contained in this application is correct and complete.		
Printed Name of Superintendent or Designee		Telephone
Superintendent or Designee Signature		Date

## **EETT Form 2: Certification**

### **Regarding Lobbying, Debarment, Suspension and Other Responsibility Matters, and Drug-Free Workplace Requirements**

Applicants should refer to the regulations cited below to determine the certification to which they are required to attest. Applicants should also review the instructions for certification included in pertinent regulations before completing this form. Signature of this form provides for compliance with certification requirements under 34 CFR Part 82, “New Restrictions on Lobbying,” and 34 CFR Part 85, “Government-Wide Debarment and Suspension (non procurement) and Government-Wide Requirements for Drug-Free Workplace (grants).” The certifications shall be treated as a material representation of fact upon which reliance will be placed when the Department of Education determines to award the covered transaction, grant, or cooperative agreement.

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**1. LOBBYING—This certification is required by Section 1352, Title 31, of the U.S. Code, and 34 CFR Part 82, for persons entering into a grant or cooperative agreement over \$100,000 as defined at 34 CFR Part 82, Sections 82.105 and 82.110.**

The applicant certifies that:

(a) No federal appropriated funds have been paid or will be paid by, or on behalf of, the undersigned to any person for influencing or attempting to influence an officer or employee of an agency, a member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any federal grant; the entering into of any cooperative agreement; or the extension, continuation, renewal, amendment, or modification of any federal grant or cooperative agreement.

(b) If any funds other than federal appropriated funds have been, or will be, paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form -LLL, “Disclosure Form to Report Lobbying,” in accordance with its instructions.

(c) The undersigned shall require that the language of this certification be included in the award documents for all sub-awards at all tiers (including sub-grants, contracts under grants and cooperative agreements, and subcontracts) and that all sub-recipients shall certify and disclose accordingly.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code.

**2. DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS—**This certification is required by executive Order 12549, Debarment and Suspension, and other

responsibilities implemented at 34 CFR Part 85, for prospective participants in primary covered transactions, as defined at 34 CFR Part 85, Sections 85.105 and 85.110.

A. The applicant certifies that he or she and any principals:

**(a) are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any federal department or agency;**

**(b) have not within a three-year period preceding this application been convicted of, or had a civil judgment rendered against them, for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (federal, state, or local) transaction or contract under a public transaction; violation of federal or state antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;**

(c) are not presently indicted for, or otherwise criminally or civilly charged by, a governmental entity (federal, state, or local) with commission of any of the offenses enumerated in paragraph (A.) (b) of this certification; and

(d) have not within a three-year period preceding this application had one or more public transactions (federal, state, or local) terminated for cause or default; and

B. Where the applicant is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application.

**3. DRUG-FREE WORKPLACE (GRANTEES OTHER THAN INDIVIDUALS)**—This certification is required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610.

A. The applicant certifies that he or she will or will continue to provide a drug-free workplace by:

(a) publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition;

(b) establishing an ongoing drug-free awareness program to inform employees about:

- (1) The danger of drug abuse in the workplace;
- (2) The grantee's policy of maintaining a drug-free work place;
- (3) Any available drug counseling, rehabilitation, and employee assistance programs; and
- (4) The penalties that may be imposed upon employees for drug-abuse violations occurring in the workplace;

(c) making it a requirement that each employee engaged in performance of the grant be given a copy of the statement required by paragraph (a);

(d) notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will—(1) abide by the terms of the statement; and (2) notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction;



(e) notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. The grantee must provide notice, including position title, to: Director, Grants, and Contracts Service, U.S. Department of Education, 400 Maryland Avenue, S.W. (Room 3124, GSA Regional Office Building No. 3), Washington, D.C. 20202-4571. Notice shall include the identification number(s) of each affected grant;

(f) taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d), with respect to any employee whom is so convicted:

- (1) taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or
- (2) requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a federal, state, or local health, law enforcement, or other appropriate agency; and

(g) making a good-faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).

B. The grantee may insert in the space provided below the site(s) for the performance of work done in connection with the specific grant:

Place of performance (street address, city, county, state, zip code): \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**ENVIRONMENTAL TOBACCO SMOKE ACT—This certification is required by the Pro-Children Act of 1994, (also known as Environmental Tobacco Smoke), and implemented as Public Law 103-277, Part C which requires that:**

The applicant certifies that smoking is not permitted in any portion of any indoor facility owned or leased or contracted and used routinely or regularly for the provision of health care services, day care, and education to children under the age of 18. Failure to comply with the provisions of this law may result in the imposition of a civil monetary penalty of up to \$1,000 per day. (The law does not apply to children's services provided in private residence, facilities funded solely by Medicare or Medicaid funds, and portions of facilities used for in-patient drug and alcohol treatment).

Check [ ☐ ] if there are workplaces on file that are not identified here.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

\_\_\_\_\_  
NAME OF APPLICANT

\_\_\_\_\_  
PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

\_\_\_\_\_  
SIGNATURE

\_\_\_\_\_  
DATE

### **EETT Form 3: Project Summary**

Using no more than one page, provide a concise description of the proposed comprehensive program planned through the EETT Competitive grant. Include the following: 1) a statement of the overall intent of the program and how technology will be utilized to meet EETT goals (see p.1); 2) how the comprehensive education technology program is based on relevant research and will support current school district efforts to promote teaching and enhance learning to help students meet or exceed the State Academic Content Standards as adopted by the State Board of Education; and 3) how the program will be implemented. You may use this form, or a reasonable facsimile.

### EETT Form 4: Accountability Measures/Evaluation

<b>Program Subsection: Program for Students</b>		
<b>Performance Goal 1.0:</b> All students in the target group will increase their use of technology as a tool to support meeting or exceeding state academic content standards adopted by the State Board of Education.	<b>Data Collection Methods and Common Data Element Items (as appropriate)</b>	<b>Schedule for Evaluation</b>
<b>Performance Benchmark to be achieved by June 30, 2005:</b> The percentage of students in the target group that demonstrate an increase in their use of technology as a tool to support meeting or exceeding academic content standards will increase from a baseline of <insert number>% in the 2003-2004 school year to <insert number>% by June 30, 2005.	<i>Note: The CTAP<sup>2</sup> web site has a Student Technology Use Survey that can be utilized for this purpose.</i>	
<b>Performance Benchmark to be achieved by August 31, 2006:</b> The percentage of students in the target group that demonstrate an increase in their use of technology as a tool to support meeting or exceeding academic content standards will increase from the June 30, 2005 benchmark of <insert number>% to <insert number>% by August 31, 2006.		
<b>Additional Performance Goal:</b>		
<b>Performance Benchmark to be achieved by June 30, 2005:</b>		
<b>Performance Benchmark to be achieved by August 31, 2006:</b>		

\*Add additional goals and annual benchmarks (required) as is appropriate for the local project plan. Size of the columns may be reconfigured as needed.

Page \_\_\_\_ of \_\_\_\_

## EETT Form 4: Accountability Measures/Evaluation

<b>Program Subsection: Professional Development</b>		
<b>Performance Goal 2.0:</b> All teachers in the target group participating in professional development on education technology will be qualified to use technology as a tool for teaching and learning.	<b>Data Collection Methods and Common Data Element Items (as appropriate)</b>	<b>Schedule for Data Collection</b>
<b>Performance Benchmark to be achieved by June 30, 2005:</b> Teachers in the target group who participated in professional development on education technology will demonstrate an increase in their proficiency in the use of technology as a tool for teaching and learning from a baseline of <insert number>% in the 2003-2004 school year to <insert number>% by June 30, 2005.	<b>Required Data Collection Methods:</b> <ul style="list-style-type: none"> <li>▪ Classroom Observations &lt;describe instrument and method to be used&gt;</li> <li>▪ Pre/Post completion of the CTAP<sup>2</sup> Technology Proficiency Assessment (<a href="http://ctap2.iassessment.org">http://ctap2.iassessment.org</a>)</li> </ul>	<b>Required Schedule:</b> <ul style="list-style-type: none"> <li>▪ Classroom observations will be conducted by &lt;TBD&gt; a minimum of &lt;insert number&gt; times. Observations will take place on a schedule of &lt;insert number&gt; time(s) per &lt;insert measure (i.e., week, month, semester, etc.)&gt;</li> <li>▪ CTAP<sup>2</sup> will be completed by &lt;insert date&gt; each year.</li> <li>▪ &lt;list other data collection method schedules&gt;</li> </ul>
<b>Performance Benchmark to be achieved by August 31, 2006:</b> Teachers in the target group who participated in professional development on education technology will demonstrate an increase in their proficiency in the use of technology as a tool for teaching and learning from the June 30, 2005, benchmark of <insert number>% to <insert number>% by August 31, 2006.	Note: Classroom Observations are to be used to gather class-level data, not to evaluate teacher performance.  <list other data collection methods to be used>	
<b>Additional Performance Goal:</b>		
<b>Performance Benchmark to be achieved by June 30, 2005:</b>		
<b>Performance Benchmark to be achieved by August 31, 2006:</b>		

\*Add additional goals and annual benchmarks (required) as is appropriate for the local project plan. Size of the columns may be reconfigured as needed.

Page \_\_\_\_ of \_\_\_\_

## EETT Form 4: Accountability Measures/Evaluation

<b>Program Subsection: Professional Development</b>		
<b>Performance Goal 2.1:</b> All teachers in the target group participating in professional development on education technology will increase their use of technology as a tool to support student academic achievement.	<b>Data Collection Methods and Common Data Element Items (as appropriate)</b>	<b>Schedule for Data Collection</b>
<b>Performance Benchmark to be achieved by June 30, 2005:</b> Teachers in the target group participating in professional development on education technology will increase their use of technology as a tool to support student academic achievement from a baseline of <insert number>% in the 2003-2004 school year to <insert number>% by June 30, 2005.	<b>Required Data Collection Methods:</b> <ul style="list-style-type: none"> <li>▪ Classroom Observations &lt;describe instrument and method to be used&gt;</li> <li>▪ Pre/Post completion of the CTAP<sup>2</sup> Technology Use Survey (<a href="http://ctap2.iassessment.org">http://ctap2.iassessment.org</a>)</li> </ul>	<b>Required Schedule:</b> <ul style="list-style-type: none"> <li>▪ Classroom observations will be conducted by &lt;TBD&gt; a minimum of &lt;insert number&gt; times. Observations will take place on a schedule of &lt;insert number&gt; time(s) per &lt;insert measure (i.e., week, month, semester, etc.)&gt;</li> </ul>
<b>Performance Benchmark to be achieved by August 31, 2006:</b> Teachers in the target group participating in professional development on education technology will increase their use of technology as a tool to support student academic achievement from the June 30, 2005, benchmark of <insert number>% to <insert number>% by August 31, 2006.	Note: Classroom Observations are to be used to gather class-level data, not to evaluate teacher performance.  <list other data collection methods to be used>	<ul style="list-style-type: none"> <li>▪ CTAP<sup>2</sup> will be completed by &lt;insert date&gt; each year.</li> <li>▪ &lt;list other data collection method schedules&gt;</li> </ul>
<b>Additional Performance Goal:</b>		
<b>Performance Benchmark to be achieved by June 30, 2005:</b>		
<b>Performance Benchmark to be achieved by August 31, 2006:</b>		

\*Add additional goals and annual benchmarks (required) as is appropriate for the local project plan. Size of the columns may be reconfigured as needed.

## EETT Form 4: Accountability Measures/Evaluation

Technical Support		
Performance Goal 3.0: All students and teachers in the target group will have expanded access to up-to-date technology tools and electronic learning resources.	Data Collection Methods and Common Data Element Items (as appropriate)	Schedule for Evaluation
<b>Performance Benchmark 3.0 to be achieved by June 30, 2005:</b> The average student-to-multimedia computer ratio at funded schools in the application will decrease from a baseline of <insert ratio> in the 2003-2004 school year to <insert ratio> by June 30, 2005.	<b>Required Data Collection Methods:</b> <ul style="list-style-type: none"> <li>▪ California School Technology Survey (<a href="http://www.cde.ca.gov/edtechsurvey/index.html">http://www.cde.ca.gov/edtechsurvey/index.html</a>)</li> </ul>	<b>Required Schedule:</b> <ul style="list-style-type: none"> <li>▪ California School Technology Survey will be completed during the required window each year.</li> </ul>
<b>Performance Benchmark 3.0 to be achieved by August 31, 2006:</b> The average student-to-multimedia computer ratio at funded schools in the application will decrease from the June 30, 2005 benchmark of <insert ratio> to <insert ratio> by August 31, 2006.	<list other data collection methods to be used>	<ul style="list-style-type: none"> <li>▪ &lt;list other data collection method schedules&gt;</li> </ul>
<b>Performance Benchmark 3.1 to be achieved by June 30, 2005:</b> The percentage of funded schools in the application with less than 50% of classrooms connected to the Internet will decrease from a baseline of <insert number>% in the 2003-2004 school year to <insert number>% by June 30, 2005.  <i>If all funded schools are above 50% of classrooms connected to the Internet, the applicant must edit the benchmark to match their current status with projected improvement. If all funded school classrooms are connected to the Internet, this benchmark does not apply.</i>	<b>Required Data Collection Methods:</b> <ul style="list-style-type: none"> <li>▪ California School Technology Survey (<a href="http://www.cde.ca.gov/edtechsurvey/index.html">http://www.cde.ca.gov/edtechsurvey/index.html</a>)</li> </ul>	<b>Required Schedule:</b> <ul style="list-style-type: none"> <li>▪ California School Technology Survey will be completed during the required window each year.</li> </ul>
<b>Performance Benchmark 3.1 to be achieved by August 31, 2006:</b> The percentage of funded schools in the application with less than 50% of classrooms connected to the Internet will decrease from the June 30, 2005 benchmark of <insert number>% to <insert number>% by August 31, 2006.	<list other data collection methods to be used>	<ul style="list-style-type: none"> <li>▪ &lt;list other data collection method schedules&gt;</li> </ul>

\*Add additional goals and annual benchmarks (required) as is appropriate for the local project plan. Size of the columns may be reconfigured as needed.

Page \_\_\_\_ of \_\_\_\_

### EETT Form 4: Accountability Measures/Evaluation

<b>Program Subsection: Communication and Collaboration Among Home, School, and Community</b>		
<b>Performance Goal 4.0:</b> Communication and collaboration among home, school and community utilizing technology will be established or improved to support students' learning needs.	<b>Data Collection Methods and Common Data Element Items (as appropriate)</b>	<b>Schedule for Evaluation</b>
<b>Performance Benchmark 4.0 to be achieved by June 30, 2005:</b> <enter appropriate benchmark based upon the program with baseline and benchmark for this time period.>		
<b>Performance Benchmark 4.0 to be achieved by August 31, 2006:</b> <enter appropriate benchmark based upon the program with previous year benchmark and benchmark for this time period.>		
<b>Additional Performance Goal:</b>		
<b>Performance Benchmark to be achieved by June 30, 2005:</b>		
<b>Performance Benchmark to be achieved by June 30, 2006:</b>		

\*Add additional goals and annual benchmarks (required) as is appropriate for the local project plan. Size of the columns may be reconfigured as needed.

Page \_\_\_\_ of \_\_\_\_

## EETT Form 5: Strategies Chart

Describe the specific strategies and actions that will be implemented to achieve the performance goals and benchmarks described in Form 4. Include one or more actions in each of the five categories listed below. Include sufficient detail so that a clear process for achieving the performance goals and benchmarks is evident. The strategies should be written to relate to, and align with, the project narrative and other required forms.

### Directions:

- Describe the strategies and actions that will be implemented to achieve the performance goals and benchmarks for each of the five categories listed on the Strategies Chart.
- List the performance benchmark target date that the action supports.
- Number each strategy/action (e.g., 1.a, 1.b, etc.)
- Copy or expand form as needed.

### Strategy or Action

### Benchmark Date

1. Strategies or actions to increase students' use of technology as a tool to support meeting or exceeding state academic content standards adopted by the State Board of Education by all students in the target group.



Strategy or Action	Benchmark Date
<p>2. Strategies or actions to provide professional development on education technology that will increase the teachers in the target group's proficiency in the use of technology as a tool for teaching and learning</p>	

**Strategy or Action****Benchmark Date**

3. Strategies or actions to provide professional development on education technology that will increase the teachers in the target group's use of technology as a tool to support student academic achievement

**Strategy or Action****Benchmark Date**

4. Strategies or actions to expand access to up-to-date technology tools and electronic learning resources for all students and teachers in the target group.

**Strategy or Action****Benchmark Date**

5. Strategies or actions utilizing technology tools to establish or improve communication and collaboration among home, school and community to support students' learning needs.

## EETT Form 6: Time Line, Roles and Responsibilities for Key Personnel

District \_\_\_\_\_

List major tasks and activities required to implement the EETT grant, including sufficient detail so that a clear process for implementation of the grant is outlined. At a minimum, include planning meetings, data collection dates and evaluation/reporting submission, recruitment/selection for professional development leaders (i.e., coaches, mentors, facilitators), recruitment/selection for program participants, selection/ordering of equipment and electronic learning resources, and major milestones. Include strategies/actions for achieving each of the performance goals and benchmarks referenced in Form 5. The EETT Time Line beginning and ending dates should relate to, and align with, the project narrative and other required forms.

### Directions:

- List major tasks and activities required to implement the EETT grant. When listing a task or activity implementing the strategies/actions described in Form 5, make sure the tasks or activities numbers also match for clear cross-referencing.
- List the key person(s) responsible for each task or activity.
- List the beginning and ending dates for each task or activity.
- Expand the form or add additional lines as necessary.

Task or Activity	Person(s) Responsible	Beginning and Ending Dates

Task or Activity	Person(s) Responsible	Beginning and Ending Dates

District or LEA \_\_\_\_\_ **EETT Form 7a: Budget for Years 1 and 2**

Provide listing and brief description for each object of expenditure to be acquired under this grant application. Copy form as needed.

Object of Expen	Grant Period		Explanation
<b>1000-1999 Certificated Salaries</b>	<b>2/04- 6/30/05</b>	<b>7/1/05 – 8/31/06</b>	
<b>2000-2999 Classified Salaries</b>			
<b>3000-3999 Benefits</b>			
<b>4000-4999 Books, Materials, Supplies</b>			
<b>5100 and 5300- 5999 Services and Other Operating Expenses</b>			
<b>5200 Travel</b>			
<b>Indirect (exclude capitol outlay)</b>			
<b>6000-6999 Capitol Outlay</b>			
<b>TOTAL COSTS</b>			
<b>% of funds allocated for prof. development</b>			

District or LEA \_\_\_\_\_ **EETT Form 7b: Budget Narrative for Years 1 and 2**

Provide a description of costs for each object of expenditure for which grant funding will be allocated. For the 1000-1999 and 2000-2999 categories, provide position title, FTE and number of days or hourly rate. The budget and budget narrative should be tied to program goals and should support program activities. Costs associated with travel to the mandatory evaluation meeting may be included. If applicable, explain any sources of funding that will be leveraged, and any in-kind contributions that will support program goals.



**EETT Form 8a: Priority List of Eligible Middle and Junior High Schools for Which the District, Consortium, and/or Partnership is Applying.**

List below, in priority order (the order in which schools are to be funded), all the eligible middle and junior high schools serving grades 4-8 for which the district or consortium is applying for funding. Copy this form as needed. **Note: Direct funded charter schools must apply separately or as part of a consortium.**

[illegible]

**EETT Form 8b: Priority List of Eligible Elementary Schools for Which the District, Consortium, and/or Partnership is Applying**

List below, in priority order (the order in which schools are to be funded), all the eligible elementary schools serving grades 4-8 for which the district or consortium is applying for funding. Copy this form as needed. **Note: Direct funded charter schools must apply separately or as part of a consortium.**

[illegible]

**EETT Form 8c: Priority List of Eligible Other Schools Serving Grades 4-8 for Which the District, Consortium, and/or Partnership is Applying**

List below, in priority order (the order in which schools are to be funded), all the eligible other schools serving grades 4-8 for which the district or consortium is applying for funding. Copy this form as needed. **Note: Direct funded charter schools must apply separately or as part of a consortium.**

LEA CDS Code	LEA Name	Priority	School CDS	School Name	Charter "X"

## **EETT Form 9: Consortium and/or Partnership Applicants**

Complete this form only if applying as part of a consortium and/or partnership. A brief letter, approximately one page in length, (written on the partner's letterhead) summarizing how the partnership between the partner and the LEA is mutually beneficial and supports the comprehensive program must be included for each partnership. The letter must be signed by the lead contact for each partnership.

Please list the lead school district and all applicants within the consortium and/or partnership. The CDS Code is required for all consortium members and is optional for partnership members. Copy this form as needed.

**CDS Code**

**Lead District Name**

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**CDS Code**

**Consortium/ (District) Names**

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**Partnership Member Names**

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## **Section V. Appendices**

## Appendix A

### **DRAFT GUIDANCE DOCUMENT for EETT Title II Part D:**

#### **PROVISIONS FOR PRIVATE SCHOOL STUDENTS, TEACHERS, AND OTHER EDUCATION PERSONNEL IN**

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#### ***No Child Left Behind Act of 2001***

The Elementary and Secondary Education Act (ESEA), as reauthorized by the *No Child Left Behind Act of 2001 (NCLB)*, provides educational services and programs to private school children, teachers and other education personnel, including those in religiously affiliated schools. Benefits and “services funded under NCLB are designed to be of direct assistance to students and teachers and not to private schools” (U.S. Department of Education, NCLB Summary, p. 1). The reauthorized ESEA requires the equitable participation of private school students, teachers, and other educational personnel in some of its major programs, including the Enhancing Education Through Technology (EETT) program under Title II Part D.

This document presents information concerning some of the law’s provisions and questions and answers regarding the participation of private school students, teachers, and other educational personnel as related to the EETT program under Title II Part D. Much of the information in this document has been drawn from federal guidance documents posted on the United States Department of Education website <[www.ed.gov](http://www.ed.gov)>.

The EETT program under Title II Part D requires the equitable participation of students and educators in private schools located in school districts that receive EETT formula or competitive grant funds.

The following questions and answers about the private school participation requirements of *No Child Left Behind* apply to the competitive EETT program under Title II Part D:

**1. *What does equitable participation by private school students, teachers, and other educational personnel mean?***

Title IX of NCLB, §9501-9504 (Uniform Provisions), provides the framework for equitable participation of private school students, teachers, and other educational personnel in programs providing services governed by Uniform Provisions. Specific legislative language containing this information can be found at:

<<http://www.ed.gov/legislation/ESEA02/pg111.html>>.

Under the Uniform Provisions, local education agencies (LEAs), consortiums, or entities receiving federal financial assistance are required to make educational services available to eligible private school students, teachers, and other educational personnel consistent with the number of eligible students enrolled in private elementary and secondary schools in the

communities or geographic area served by the LEA, consortium, or entity. These educational services and other benefits must be comparable to the services and other benefits provided to public school students, teachers, and other educational personnel participating in the program and must meet the needs of private school students, teachers, and other educational personnel. The services are to be provided in a timely manner. Private schools are not required to accept the educational services.

To ensure equitable participation, the LEA, consortium, or entity receiving federal financial assistance must:

- Consult with private schools to assess, address, and evaluate the needs of private school students and educators.
- Spend an equal amount of funds per student to provide services.
- Provide private school students and educators with an opportunity to participate in educational services equivalent to the opportunity provided to public school students and educators.
- Offer educational services that are secular, neutral, and nonideological

2. ***What are the requirements for timely and meaningful consultation?***

NCLB §9501(c)(1) states that “to ensure timely and meaningful consultation, the LEA, consortium, or entity shall consult with appropriate private school officials during the *design and development* of the programs” under this Act. At a minimum the LEA, consortium, or entity must consult with private school representatives on:

- How the needs of private school students, teachers, and other educational personnel will be identified.
- What services will be offered.
- How, where, and by whom the services will be provided.
- How the services will be assessed and how the results of the assessment will be used to improve those services.
- The size and scope of the equitable services to be provided to the eligible private school students, teachers, and other educational personnel and the amount of funds available for those services.
- How and when the LEA, consortium, or entity will make decisions about the delivery of services, including a thorough consideration and analysis of the views of the private school officials on the provision of contract services through potential third-party providers.

The LEA, consortium, or entity is to consult with private school administrators prior to the submission of the funding application (i.e., formula or competitive grant) to the Department. During the funding application process, the California Department of Education will collect information on how the LEA, consortium, or entity has complied with this requirement.

3. ***What happens if there is a disagreement between the LEA, consortium, or entity and the private school on the provision of services through a contract with a third-party?***

NCLB §9501 states that if the LEA, consortium, or entity disagrees with the views of the private school officials on the provision of services through a contract, the LEA,

consortium, or entity shall provide to the private school officials a written explanation of the reasons why it has chosen to use or not use a contractor. The LEA, consortium, or entity should maintain copies of this written communication.

**4. *Must an LEA, consortium, or entity contact the officials of all private schools every year, even when there have been no recent indications of a desire to participate in the federal program(s)?***

Yes. The LEA, consortium, or entity is required to contact appropriate officials of all private schools within the boundaries of the school district annually to determine if they want their educators and/or students to participate in the program, regardless of whether or not those officials have indicated any interest in program participation in the past. LEAs, consortiums, or entities can find a complete list of private schools at:

<http://www.cde.ca.gov/privateschools/data/privat02.xls>

**5. *When must an LEA, consortium, or entity consult with appropriate private school officials?***

Uniform Provisions ensures timely and meaningful consultation, an LEA, consortium, or entity shall consult with appropriate private school officials during the design and development of the programs under this act and prior to the submission of a formula or competitive grant application to the Department. The consultation shall occur before the agency, consortium, or entity makes any decision that affects the opportunities of eligible private school children, teachers, and other educational personnel to participate in programs under this Act, and shall continue throughout the implementation and assessment of activities under this section.

**6. *May an LEA, consortium, or entity ask private school representatives to submit documentation?***

Yes. LEAs, consortiums, or entities may request that reasonable documentation be submitted in a timely manner, as needed, from private school officials to help the LEA, consortium, or entity identify educational services that may be appropriate to the needs of private school students and educators. Such documentation should be limited to a description of the needs of the students and/or educators and a brief description of the services and programs desired to meet those needs. If specific documentation is not available, other equivalent documentation may be used.

**7. *What kinds of records should an LEA, consortium, or entity maintain in order to show that it has met its responsibilities for equitable participation of private school educators and/or students?***

To meet its general record-keeping responsibility, an LEA, consortium, or entity should document that:

- (a) Representatives of private schools were informed of the availability of services in a timely manner.
- (b) The needs of private school educators and/or students were identified.



- (c) Private school officials were consulted and provided an opportunity for input into the planning of the LEA's, consortium's, or entity's program activities on a regular basis.
- (d) The amount of funds made available were equitable to those allocated for public school students and educators.
- (e) The LEA, consortium, or entity-designed project met the needs of the private school educators and/or students.

The LEA, consortium, or entity also should maintain records of its efforts to resolve any complaints made by private school representatives regarding any issues that are raised.

**8. *Who has control of the funds?***

NCLB §9501 states that the LEA, consortium, or entity maintains control of the federal funds used to provide services under the grant programs funded through the No Child Left Behind Act. It also maintains title to materials, equipment, and property purchased with those funds. LEAs, consortiums, or entities may allow the private schools to keep the items from year to year, in accordance to approved ongoing activities, so long as appropriate records are maintained. Thus, private schools receive **no** direct federal funding under this act.

Funds used to provide services under this section shall not be commingled with non-federal funds.

**9. *How does the California Department of Education receive and use information on private school student enrollment?***

California *Education Code* §33190 states that private schools are required to complete and submit a *Private School Affidavit* containing enrollment figures and other information between October 1<sup>st</sup> and October 15<sup>th</sup> to the California Superintendent of Public Instruction. Affidavits and statistical information generated from compliance with this regulation can be found at <<http://www.cde.ca.gov/PrivateSchools>>.

The Department uses private and public school enrollment information to calculate grant entitlement allotments. NCLB §1120 specifies that the formula for determining Title I funds to private schools is determined by student residency. In order to receive Title I subsidies students must reside within district boundaries. Conversely, grant formulas for Titles II, IV, and V are based on total enrollment figures rather than residency. This means that all students in eligible grades in the private school, including those who are not residents of the district, are counted for allocation purposes for Titles II, IV, and V.

**10. *Are private school students and educators entitled to equitable participation in competitive grants as well as in formula grants?***

Yes. Private school students, teachers, and other educational personnel are entitled to equitable participation under Title II Part D - Enhancing Education Through Technology.

Under Uniform Provisions LEAs, consortiums, and entities seeking these competitive grant funds must consult with appropriate private school officials during the design and

development of the proposal prior to grant submission. Consultation continues throughout the implementation and assessment of grant activities. Consultation is dynamic and requires the active participation of both parties, the LEA, consortium, or entity and the private school representative. Thus, types or methods for consultation may include face-to-face meetings, electronic interaction, and/or telephone conversations.

**11. *How can private schools assist the LEA, consortium, or entity in meeting the obligation for equitable participation and consultation?***

Private schools can facilitate the process by:

- Completing and submitting the Private School Affidavit to the California State Superintendent of Public Instruction, Elementary Education Office by October 15 each year.
- Responding to the LEA's, consortium's, or entity's request for information in a timely manner.
- Providing documentation on the needs of students, teachers, and other educational personnel in accordance with each grant program's requirements.
- Assessing student achievement in accordance with grant program requirements.
- Forming private school work groups within districts to facilitate the consultation process.

**12. *What recourse is available if an LEA, consortium, or entity will not use its federal funds to provide equitable services to private school students, teachers, and other educational personnel?***

The private school should first work to resolve the concerns at the local level. If a reasonable solution cannot be reached, the individual(s) or organization(s) alleging a violation of §9501 through §9504 by a SEA, LEA, educational service agency, consortium of those agencies, or entity must submit the complaint to the California Department of Education Elementary Education Office for a written resolution within a reasonable amount of time. The state appeals process and subsequent policies are currently being defined. An advisory will be disseminated once these are finalized. If this resolution is not acceptable, the interested party may appeal the decision to the Secretary at the United States department of Education within 30 days. The secretary shall investigate and resolve the appeal not later than 120 days after receipt of the appeal.

**13. *Do charter schools need to provide equitable services to private schools?***

No. Although charter schools are considered LEAs for the purpose of receiving federal entitlement funds, they are not subject to the provisions regarding equitable participation of private schools.

**14. *Does the law require that an LEA, consortium, or entity provide equitable services with NCLB funding only to private "nonprofit" schools?***

Yes. NCLB §9501 requires LEAs, consortiums, or entities to provide equitable services to students, teachers, and other educational personnel in "private elementary and secondary schools." NCLB defines "elementary" and "secondary" schools to mean only "nonprofit institutional day or residential school(s)" (NCLB §9101).

**15. *What do the equitable participation provisions in Title II Part D require LEAs, consortiums, or entities to do?***

LEAs, consortiums, or entities must engage in timely and meaningful consultation with appropriate private school officials during the design and development of programs and continue the consultation throughout the implementation of these programs. Therefore, for both EETT formula and competitive awards, the consultation should begin during the development of the local grant proposals. Eligible LEAs, consortiums, or entities that seek both competitive and formula funding under Ed Tech may engage in consultations that simultaneously involve the EETT competitive and formula grants.

LEAs, consortiums, or entities must provide, on an equitable basis, educational services or other benefits that address the educational technology needs students, teachers, and other educational personnel in private schools in areas served by the LEAs, consortiums, or entities.

Activities delineated in NCLB §2402 include professional development in technology integration and the use of the Internet; distance learning initiatives; acquiring educational technology; and using technology to enhance parental involvement.

**16. *With regard to Title II Part D specifically, must the expenditures that the LEA, consortium, or entity provides for private school educators be equal on a per-pupil basis?***

Title II, Part D services for private school students, teachers, and other educational personnel must be equitable in relations to services to public school students, teachers, and other educational personnel under Uniform Provisions. The law also requires that funds for private schools be equal on a per-pupil basis. Hence, on a per-pupil basis, expenditures for public and private school students and educators must be equal.

The per-pupil allocation is based on the number of eligible students "enrolled in private elementary schools and secondary schools in areas served" by the school district. Residence is not a factor.

**17. *With regard to Title II Part D specifically, who has control of the funds?***

NCLB §2414 states that the LEA, consortium, or entity maintains control of funds used to provide services under Title II Part D. It also maintains title to materials, equipment, and property purchased with those funds.

Additional information can be found at: <http://www.cde.ca.gov/edtech/eett/faqs.htm>.

## Appendix B-1

### Technical Specifications for Computers Purchased or Leased Under EETT Funding

#### Desktops/Laptops

These technical specifications are not designed to limit the flexibility of schools to choose the appropriate technology for their needs, but to set an appropriate “floor” for minimum technical specifications so that equipment purchased under this program will continue to be useful for three to five years into the future.

	<b>Minimum PC Requirements*</b>	<b>Minimum Mac Requirements*</b>
<b>REQUIRED</b>		
Operating System	Windows 2000 Professional or Windows XP Professional capable	Macintosh OS X capable
Processor	Intel Pentium IV 2.0 GHz (or equivalent with CDE approval)	G4 700 mhz
Memory--RAM	256 MB	128 MB
Hard Drive	20 GB	20 GB
CD ROM	Optical Drive	Optical Drive
Audio and Video	Integrated audio with speakers	Integrated audio with speakers
Connectivity	10/100BASE-T Ethernet USB ports	10/100BASE-T Ethernet USB ports
Monitor	Color Display (1024 X 768)	Color Display (1024 X768 or 15” equivalent)
Keyboard and Mouse	Compatible keyboard and pointer device included	Compatible keyboard and pointer device included
Energy Star Features	Energy Star Compliant	Energy Star Compliant
Necessary Software	Current Version of Internet Explorer or Netscape Navigator	Current Version of Internet Explorer or Netscape Navigator
Laptops: Same specifications as above except as noted for processor and screen.	PC- based laptops: Intel Pentium IV 1.6 GHz (or equivalent with CDE approval) and 14.1”screen size	Macintosh-based laptops: may utilize a 600 mhz Power PC G3 processor and screen size as determined by the manufacturer
<b>SUGGESTED</b>		
Monitor	17” inches or larger suggested for desktops	17” inches or larger suggested for desktops
Expandability	Consider options for expansion so the computer is useful for 3-5 years	Consider options for expansion so the computer is useful for 3-5 years
Laptops	5 hr. battery life	5 hr. battery life

Connectivity	802.11b capability XGA output	802.11b capability XGA output Firewire port
Limited Warranty and Support**	Consider 3 year parts and labor Limited Warranty with 3 years On-Site Service, Limited Hardware & Software Tech Support	Consider 3 year parts and labor Limited Warranty with 3 years On-Site Service, Limited Hardware & Software Tech Support

\*All specifications include “or functional equivalent at time of purchase.”

\*\*This program requires those receiving funds to “obtain a maintenance agreement for all equipment acquired under this program at the time of purchase/lease or otherwise identify funding for maintenance/support of the equipment for a period of not less than 3 years.” It is highly recommended that eligible schools or districts build this into their purchase/lease agreements.

### Thin Client Systems

Some schools are integrating “thin client” or “Internet PC devices” into their technology plans. The computing power, storage, applications, and data reside on powerful “server” computers. For example, students utilize a « client » device (which could be an inexpensive client device, an older computer, or the latest high-end machine) to gain access to the resources. Many client devices don’t have a hard drive, a floppy drive, or a CD-ROM, but they must have a reliable network to be functional.

Schools may use these funds for thin client systems (both servers and clients) under the following conditions:

- The school district or site technology plan supports installation of a thin-client system.
- The school district or site has access to staff to maintain such a system.
- The school district or site has a reliable network with sufficient bandwidth to accommodate the traffic, along with a plan and identified funding source to maintain and support the network.
- The school district or site reports the client devices as “multi-media computers” and for the purposes of data collection or surveys.
- The school district or site reports that the thin client devices are “connected to the “Internet” for the purposes of data collection or surveys, if appropriate.
- The school district or site maintains a maintenance agreement for all equipment acquired through this program at the time of purchase/lease or otherwise identify funding for maintenance/ support of the equipment for a period of not less than 3 years.
- The school district or site selects a technology that can evolve with the changing requirements of software, either through upgrades to servers, or desktop devices.
- The technology selected gives client users a roughly similar computing experience to a Multimedia computer, in terms of access to the Internet and access to educational content.

## **Appendix B-2**

### **EAST Hardware/Software Minimum Requirements and Equivalencies for Middle Schools: 2003-2004**

**View: <http://www.cde.ca.gov/edtech/eett> for listing.**

## Appendix C

### Definition of Obligation

If the obligation is for:	The obligation is made:
Acquisition of real or personal property	On the date on which the Local Education Agency (LEA) makes a binding written commitment to acquire the property
Personal services by an employee of the Local Education Agency	When the services are performed
Personal services by a contractor who is not an employee of the LEA	On the date on which the LEA makes a binding written commitment to obtain the services
Performance of work other than personal services	On the date on which the LEA makes a binding written commitment to obtain the services
Public utility services	When the LEA receives the services
Travel	When the travel is taken
Rental of real or personal property	When the LEA uses the property

## **Appendix D**

### **Illustrative Program Examples**

View <<http://www.cde.ca.gov/edtech/eett>> to see illustrative examples of successful models of research-based programs. This information is provided to assist applicants in the selection or development of a program that is appropriate for their students. There is no competitive advantage to the selection of any particular program model. Applicants may choose to develop an application reflecting either or both of the program examples or may select a different program. Districts are not limited to one program model.

Applicants should select a research-based program model based on the needs of their students. Applicants must provide evidence that the program selected is based on a review of relevant research in the integration of advanced technologies (including emerging technologies) into curricula and instruction, and in using those technologies to create new learning environments.



## Appendix E

### EETT Scoring Criteria

#### Application Presentation

Key Issues and Questions		Acceptable 5-3 points  Score: ____			Not Acceptable 2-0 points  Score: ____
<p><b>The application is professionally presented and easy to follow.</b></p> <p><b>Questions to consider:</b></p> <p>1. Is the font large enough to read easily?</p> <p>2. Are major sections of the application clearly labeled?</p> <p>3. Does the application provide a clear and organized description of the proposed program?</p> <p>4. Is the application generally free of spelling and grammatical errors?</p>		<p>1. The font is large enough to read easily (for example, it is a 12-point font).</p> <p>2. The required sections of the application are clearly labeled.</p> <p>3. The application is well organized and easy to understand.</p> <p>4. There are no distracting spelling and/or grammatical errors.</p>			<p>1. The font size in all or part of the application is so small that it interferes with easy reading.</p> <p>2. Different sections are not generally labeled or section titles do not correspond with required sections.</p> <p>3. The application is vague or choppy.</p> <p>4. The application contains numerous spelling and/or grammatical errors that detract from the application content.</p>

**a. Program for Students (Use information from the Narrative, and Forms 3-9 to determine section score).**

Key Issues and Questions	<b>Makes a Strong Case</b> <b>15-12 points</b> <b>Score: _____</b>	<b>Makes an Adequate Case</b> <b>11-8 points</b> <b>Score: _____</b>	<b>Makes a Limited Case</b> <b>7-4 points</b> <b>Score: _____</b>	<b>Makes an Inadequate Case</b> <b>3-0 points</b> <b>Score: _____</b>
<p>1. Has the student target group been identified, and if applicable, is it clear how it will expand over time?</p> <p>2. Is it clear how the student target groups' learning needs will be met through the selected program or programs? Has a clear description of the research-based program for students been provided, including relevant citations?</p> <p>3. How will technology be integrated and utilized to support helping students meet state academic content standards?</p> <p>4. Are proposed grant activities tied to the state adopted curriculum? Has a list of adopted resources (as appropriate) been included with the application?</p> <p>5. Is the narrative aligned with the performance goals and benchmarks listed on Form 4?</p>	<p>1. It is clear what the grade level(s) are, how many students will participate, and the academic focus area(s) for the program for students. Expansion will occur over time in the program to include additional students, grade levels and/or academic focus areas.</p> <p>2. How the program will meet the student target groups' learning needs is clearly described. The application includes a detailed description of the research-based program for students, including relevant citations.</p> <p>3. Technology will be integrated to enhance and enrich the student learning opportunities to support helping students meet state academic content standards. Use of technology is innovative and integral to the success of the program; goals could not be accomplished without it.</p> <p>4. Proposed grant activities are closely aligned with adopted curriculum. Specific curricular strands have been identified. Appropriate adopted resources have been listed and included with the application.</p> <p>5. The program for students is clearly aligned with the performance goals and benchmarks on Form 4.</p>	<p>1. The grade level(s), number of students and academic focus area(s) for the program for students can be understood. Expansion will occur in the program to include additional students, grade levels and/or academic focus areas.</p> <p>2. How the program will meet the student target groups' learning needs is adequately described. The application includes an adequate description of the research-based program for students. Most citations are relevant.</p> <p>3. Technology will be integrated to support the student learning opportunities to help students meet state academic content standards. Use of technology is innovative and important to the success of the program; it would be difficult to accomplish goals without it.</p> <p>4. Proposed Grant activities are aligned with adopted curriculum. Appropriate adopted resources have been listed and included with the application.</p> <p>5. The program for students is adequately aligned with the performance goals and benchmarks on Form 4.</p>	<p>1. The grade level(s), number of students and academic focus area(s) for the program for students are listed. Expansion may occur in the program to include additional students, grade levels and/or academic focus areas; however, the expansion will have limited impact.</p> <p>2. How the program will meet the student target groups' learning needs is described in limited detail. The application includes a limited description of the research-based program for students. Some of the citations are relevant.</p> <p>3. The technology will provide limited support of student learning opportunities to help students meet state academic content standards. How technology is utilized appears to have limited importance to program goals.</p> <p>4. There is a limited tie between proposed grant activities and the adopted curriculum. Appropriate adopted resources have been listed and included with the application.</p> <p>5. The program for students has minimal alignment with the performance goals and benchmarks on Form 4.</p>	<p>1. It is difficult to determine the grade level(s), number of students or academic focus area(s) that will be addressed in the program for students. Expansion in the program to include additional students, grade levels and/or academic focus areas is not considered, or the expansion is so limited that the impact will be insignificant.</p> <p>2. All programs for students have no consideration for individual student learning needs, or are too vague to determine if the individual student learning needs will be met. The application includes a vague description of the research-based program for students, with little or no detail and/or citations.</p> <p>3. It is not clear how technology is integrated into the program for students. Program goals can be accomplished through means other than technology (i.e., drill and practice workbooks).</p> <p>4. There is no described tie between proposed grant activities and the adopted curriculum. There is no mention of adopted resources that will be used in grant activities; no list has been included with the application.</p> <p>5. The program for students is not aligned with the performance goals and benchmarks on Form 4.</p>

<p>6. Is the narrative in alignment with the strategies listed on Form 5?</p> <p>7. Is there evidence of administrative support to ensure program success?</p>	<p>6. The program for students is clearly aligned with, and will be fully supported by, the strategies listed on Form 5.</p> <p>7. There is a strong administrative commitment to implement and support the program for students.</p>	<p>6. The program for students is adequately aligned with, and will be supported by, the strategies listed on Form 5.</p> <p>7. There is an administrative commitment to implement the program for students</p>	<p>6. The program for students is aligned with, but has limited support through, the strategies listed on Form 5.</p> <p>7. There is limited administrative commitment to implement or support the program for students.</p>	<p>6. The program for students is not aligned with, and/or does not appear to be supported by, the strategies listed on Form 5.</p> <p>7. There is little or no evidence of administrative support for the program for students.</p>
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**b. Professional Development: (Use information from the Narrative and Forms 3-9 to determine section score).**

Key Issues and Questions	<b>Makes a Strong Case</b> <b>15-12 points</b> <b>Score: _____</b>	<b>Makes an Adequate Case</b> <b>11-8 points</b> <b>Score: _____</b>	<b>Makes a Limited Case</b> <b>7-4 points</b> <b>Score: _____</b>	<b>Makes an Inadequate Case</b> <b>3-0 points</b> <b>Score: _____</b>
<p>1. Is the program “high-quality, comprehensive, and ongoing,” based on relevant research (appropriate citations included), and supports student learning?</p> <p>2. Is the professional development focused on increasing teacher use of technology as a tool to support student achievement of the State Board approved academic content standards and the adopted curriculum?</p> <p>3. Is it clear how many teachers will be in the target group and if applicable, how it will be expanded over time to include additional teachers? Is it clear how many hours of training teachers will receive and how their participation will be monitored?</p> <p>4. What content will be delivered in the professional development and how will the training impact students?</p> <p>5. Is the narrative aligned with the performance goals and benchmarks listed on Form 4?</p>	<p>1. The application includes a detailed description of a “high-quality, comprehensive, and ongoing” research-based professional development program, including what will be offered and how it meets EETT goals. Citations of relevant research are provided.</p> <p>2. The application clearly describes how the program focuses on increasing teacher use of technology as a tool to support student achievement of the State Board approved academic content standards and the adopted curriculum</p> <p>3. It is clear how many teachers will participate in the professional development program, the number of hours of training they will receive, and how participation will be monitored. The program will be expanded over time to include additional teachers.</p> <p>4. Professional development content is effectively described and there is a clear link between the content and desired outcomes for students.</p> <p>5. The professional development program is clearly aligned with the performance goals and benchmarks on Form 4.</p>	<p>1. The application includes an adequate description of a “high-quality, comprehensive, and ongoing” research-based professional development program, including what will be offered and how it meets EETT goals. Citations of relevant research are provided.</p> <p>2. The application adequately describes how the program focuses on increasing teacher use of technology as a tool to support student achievement of the State Board approved academic content standards and the adopted curriculum.</p> <p>3. There is an adequate description of how many teachers will participate in the professional development program, the number of hours of training they will receive, and how participation will be monitored. The program may be expanded over time to include additional teachers.</p> <p>4. Professional development content program is sufficiently described and there is a link between the content and desired outcomes for students.</p> <p>5. The professional development program is adequately aligned with the performance goals and benchmarks on Form 4.</p>	<p>1. The application includes a limited description of the research-based professional development program. It is unclear if the program is “high-quality, comprehensive, and ongoing.” There is a limited link between the professional development and how it meets EETT goals. Citations appear to have limited relevance to the selected program.</p> <p>2. The application includes a limited description of how the program focuses on increasing teacher use of technology as a tool to support student achievement of the State Board approved academic content standards and the adopted curriculum.</p> <p>3. It is not clear how many teachers will participate in the professional development program, the number of hours of training they will receive, and how participation will be monitored. It is unclear how it may be expanded over time to include additional teachers.</p> <p>4. Professional development content is described. The link between the content and desired outcomes for students is limited.</p> <p>5. The professional development program has minimal alignment with the performance goals and benchmarks on Form 4.</p>	<p>1. The application includes a vague description of a professional development program. It is not clear whether the program is based on relevant research or how the professional development will meet EETT goals. Citations may be missing or not relevant to the professional development program.</p> <p>2. The description of how the program focuses on increasing teacher use of technology as a tool to support student achievement of the State Board approved academic content standards and the adopted curriculum is vague or may be missing.</p> <p>3. It is not clear how many teachers will participate in the professional development program or whether the program will be expanded over time. The hours of training and monitoring process may be missing.</p> <p>4. Professional development content is mentioned. The link between the content and desired outcomes for students is doubtful or missing.</p> <p>5. The professional development program is not aligned with the performance goals and benchmarks on Form 4 .</p>

<p>6. Is the narrative in alignment with the strategies listed on Form 5?</p> <p>7. Will the district partner with another entity (i.e. school district, county office of education, CTAP, non-profit, Institutions of Higher Education (IHE), etc.) ?</p> <p>8. Is there evidence of administrative support to ensure program success?</p>	<p>6. The professional development program is clearly aligned with, and will be fully supported by, the strategies listed on Form 5.</p> <p>7. Partnerships with another entity (i.e. school district, county office of education, CTAP, nonprofit, IHE, etc.) have been established. The partnerships are well defined and clearly support the program. Letters of support for partners listed on Form 9 have been included in the application.</p> <p>8. There is a strong administrative commitment to implement and support the professional development program.</p>	<p>6. The professional development program is adequately aligned with, and will be supported by, the strategies listed on Form 5.</p> <p>7. Partnerships with another entity (i.e. school district, county office of education, CTAP, nonprofit, IHE, etc.) are somewhat defined and appear to support the program. Letters of support for partners listed on Form 9 have been included in the application.</p> <p>8. There is an administrative commitment to implement and support the professional development program.</p>	<p>6. The professional development program is aligned with, but has limited support through, the strategies listed on Form 5.</p> <p>7. There is a limited description of how the partnerships with another entity will support the program.</p> <p>8. There is limited administrative commitment to implement or support the professional development program.</p>	<p>6. The professional development program is not aligned with, and/or does not appear to be supported by, the strategies listed on Form 5.</p> <p>7. There is little or no evidence of partnerships that will support the program.</p> <p>8. There is little or no evidence of administrative support for the professional development program.</p>
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**c. Expanded Access to Technology and Electronic Learning Resources, Including Infrastructure and Technical Support**  
**(Use information from the Narrative and Forms 3-9 to determine section score).**

Key Issues and Questions	<b>Makes a Strong Case</b> <b>15-12 points</b>  <b>Score: ____</b>	<b>Makes an Adequate Case</b> <b>11-8 points</b>  <b>Score: ____</b>	<b>Makes a Limited Case</b> <b>7-4 points</b>  <b>Score: ____</b>	<b>Makes an Inadequate Case</b> <b>3-0 points</b>  <b>Score: ____</b>
<p>1. Is the student-to-multimedia computer ratio and Internet connectivity for all classrooms serving teachers and students in the target group explained?</p> <p>2. Is the current use of electronic learning resources, including infrastructure, equipment and technical support explained?</p> <p>3. How will electronic learning resources, that are currently available and/ or to be acquired, be placed and utilized to support the comprehensive program?</p> <p>4. How will technology tools be used to support data-driven decision-making?</p> <p>5. How will technical support be provided to serve the program?</p>	<p>1. The application provides a clear description of the current status of technology access, including the student-to-multimedia computer ratio and Internet connectivity for all classrooms serving teachers and students in the target group.</p> <p>2. It is clear what existing electronic learning resources, including infrastructure, equipment and technical support, will be incorporated into the program.</p> <p>3. All the technology tools/resources integral to the selected program(s) will be acquired and utilized (i.e., e-mail, web access, tools for data-driven decision-making). Most, if not all, technology will be placed in classrooms. Prior to placing any equipment in labs, all target classrooms will have sufficient technology to ensure that students and teachers have access to technology tools whenever they need them to support their work. Other strategies to expand access to technology tools, such as extended hours of access, laptop checkout, etc., may be utilized.</p> <p>4. The application clearly describes how technology tools will be used to support data-driven decision-making.</p> <p>5. The technical support described will clearly serve the program and will ensure that equipment functions optimally when students and teachers</p>	<p>1. The application provides an adequate description of the current status of technology access, including the student-to-multimedia computer ratio and Internet connectivity for all classrooms serving teachers and students in the target group.</p> <p>2. There is an adequate accounting of what existing learning resources, infrastructure, equipment and technical support will be incorporated into the program.</p> <p>3. Most of the technology tools/resources integral to the selected program(s) will be acquired and utilized (i.e., e-mail, web access, tools for data-driven decision-making). Technology will be placed primarily in classrooms.</p> <p>4. The application adequately describes how technology tools will be used to support data-driven decision-making.</p> <p>5. The technical support described will adequately serve the program.</p>	<p>1. The application provides a limited description of the current status of access to technology including the student-to-multimedia computer ratio and Internet connectivity for all classrooms serving teachers and students in the target group.</p> <p>2. It is not clear what existing learning resources, infrastructure, equipment and technical support will be incorporated into the program.</p> <p>3. A limited amount of technology tools/resources integral to the selected program(s) will be acquired and utilized (i.e., e-mail, web access, tools for data-driven decision-making). Technology will be placed primarily in labs.</p> <p>4. There is a limited description of how technology tools will be used to support data-driven decision-making.</p> <p>5. There is limited evidence of technical support to serve the program.</p>	<p>1. There is little or no description of the current status of access to technology for teachers and students in the target group.</p> <p>2. There is little or no mention of the existing learning resources, infrastructure, equipment and technical support that will be incorporated into the program.</p> <p>3. There will be little or no acquisition of technology tools/resources integral to the selected program(s). Technology will be accessed almost exclusively in labs.</p> <p>4. The description of how technology tools will be used to support data-driven decision-making is vague or may be missing.</p> <p>5. There is no clear evidence of technical support for the program, making program success highly questionable.</p>

6. Is the narrative in alignment with the performance goals and benchmarks listed on Form 4?		use it. 6. The program is clearly aligned with the performance goals and benchmarks on Form 4.	6. The program is adequately aligned with the performance goals and benchmarks on Form 4.	6. The program has minimal alignment with the performance goals and benchmarks on Form 4.	6. The program is not aligned with the performance goals and benchmarks on Form 4.
7. Is the narrative in alignment with the strategies listed on Form 5?		7. The program is clearly aligned with, and will be supported by, the strategies listed on Form 5.	7. The program is adequately aligned with, and will be supported by, the strategies listed on Form 5.	7. The program is aligned with, but has limited support through, the strategies listed on Form 5.	7. The program is not aligned with, and/or does not appear to be supported by, the strategies listed on Form 5.

**d. Communication and Collaboration Among Home, School and Community: (Use information from the Narrative and Forms 3-9 to determine section score).**

Key Issues and Questions	<b>Makes a Strong Case</b> <b>15-12 points</b> <b>Score: ____</b>	<b>Makes an Adequate Case</b> <b>11-8 points</b> <b>Score: ____</b>	<b>Makes a Limited Case</b> <b>7-4 points</b> <b>Score: ____</b>	<b>Makes an Inadequate Case</b> <b>3-0 points</b> <b>Score: ____</b>
<p>1. Has technology been utilized to establish or improve communication and collaboration among home, school, and community?</p> <p>2. Will students' learning needs be supported through the use of technology for communication and collaboration among home, school, and community? Will the use of technology enhance the comprehensive program?</p> <p>3. Has a process been included for disseminating promising practices to others?</p> <p>4. Will partnerships among home, school, and community entities help to support and to enhance the comprehensive program? Have support letters been included for such partnerships?</p> <p>5. Is the narrative in alignment with the performance goals and benchmarks listed on Form 4?</p> <p>6. Is the narrative in alignment with the strategies listed on Form 5?</p>	<p>1. The application provides a clear description of how technology will be utilized to establish or improve communication and collaboration among home, school and community.</p> <p>2. There is a clear description of how students' learning needs will be supported through the use of technology for communication and collaboration among home, school, and community. The use of technology will clearly enhance the comprehensive program.</p> <p>3. A process has been established to share promising practices with others and includes district and community members.</p> <p>4. Partnerships among home, school, and community entities are well defined and clearly support the program. Partnership letters, as appropriate, are included in the application.</p> <p>5. The program is clearly aligned with the performance goals and benchmarks on Form 4.</p> <p>6. The program is clearly aligned with, and will be fully supported by, the strategies listed on Form 5.</p>	<p>1. The application provides an adequate description of how technology will be utilized to establish or improve communication and collaboration among home, school and community.</p> <p>2. There is an adequate description of how students' learning needs will be supported through the use of technology for communication and collaboration among home, school, and community. The use of technology will enhance the comprehensive program.</p> <p>3. A process has been described to share promising practices with others that includes district and may also include community members.</p> <p>4. Partnerships among home, school, and community entities are somewhat defined and appear to support the program. Partnership letters, as appropriate, are included in the application.</p> <p>5. The program is adequately aligned with the performance goals and benchmarks on Form 4.</p> <p>6. The program is adequately aligned with, and will be supported by, the strategies listed on Form 5.</p>	<p>1. The application provides a limited description of how technology will be utilized to establish or improve communication and collaboration among home, school and community.</p> <p>2. There is a limited description of how students' learning needs will be supported through the use of technology for communication and collaboration among home, school, and community. The use of technology may enhance the comprehensive program.</p> <p>3. A process for sharing promising practices is mentioned. It is not clear if the audience will include district or community members.</p> <p>4. Partnerships among home, school, and community entities are noted. There is a limited description of how the collaboration and/or partnerships will support the program.</p> <p>5. The program has minimal alignment with the performance goals and benchmarks on Form 4.</p> <p>6. The program is aligned with, but has limited support through, the strategies listed on Form 5.</p>	<p>1. There is no evidence of how technology will be utilized to establish or improve communication and collaboration among home, school and community.</p> <p>2. It is unclear how students' learning needs will be supported through the use of technology for communication and collaboration among home, school, and community, and it is unclear how the use of technology will enhance the comprehensive program.</p> <p>3. The process for sharing promising practices is too vague to determine impact or may be missing.</p> <p>4. Partnerships with another entity may be too vague to be useful or have not been included.</p> <p>5. The program is not aligned with the performance goals and benchmarks on Form 4.</p> <p>6. The program is not aligned with, and/or does not appear to be supported by, the strategies listed on Form 5.</p>



7. Is there administrative commitment for student/teacher access to methods of electronic communication (such as e-mail and/or web access) to promote program success?		7. There is strong administrative commitment for student/teacher access to methods of electronic communication (such as e-mail and/or web access) to promote program success.	7. There is some administrative commitment for student/teacher access to methods of electronic communication (such as e-mail and/or web access) to promote program success.	7. There is very little evidence of administrative commitment for student/teacher access to methods of electronic communication (such as e-mail and/or web access) to promote program success.	7. There is no clear evidence of administrative support for student/teacher access to methods of electronic communication (such as e-mail and/or web access) to promote program success.
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**e. Evaluation: (Use information from the Narrative and Forms 3-9 to determine section score).**

Key Issues and Questions	<b>Makes a Strong Case</b> <b>20-16 points</b>  <b>Score: _____</b>	<b>Makes an Adequate Case</b> <b>16-11 points</b>  <b>Score: _____</b>	<b>Makes a Limited Case</b> <b>10-5 points</b>  <b>Score: _____</b>	<b>Makes an Inadequate Case</b> <b>4-0 points</b>  <b>Score: _____</b>
<p>1. How will data from multiple measures be collected over time for each of the comprehensive program subsections? Have Common Data Elements been identified (as appropriate)?</p> <p>2. Does the evaluation process incorporate data-driven decision-making into a continuous improvement cycle? Is the plan coherent and complete, clearly addressing ALL the required performance goals?</p> <p>3. If additional performance goals have been included, is there a clear relationship to the required performance goals and the purpose of the comprehensive program?</p> <p>4. How will the information gleaned from data-driven decision-making be utilized to make any needed adjustments and refine the comprehensive program?</p> <p>5. To what extent does the evaluation plan provide a clear process for documenting progress on the goals and benchmarks to determine eligibility for the follow-up grant?</p>	<p>1. There is a clearly defined process to collect and evaluate data related to all of the program performance goals. Data sources from multiple measures as well as appropriate Common Data Elements have been entered on Form 4. The time line (Form 6) reflects data collection over time on all performance goals.</p> <p>2. The evaluation process is thorough, reasonable and objective. The process incorporates data-driven decision-making to determine progress/success of ALL program performance goals.</p> <p>3. The additional performance goal(s), if included, have a clear relationship to the required performance goals and the purpose of the comprehensive program.</p> <p>4. The evaluation process and results will be utilized to form the basis of a continuous review, refinement and improvement cycle for the comprehensive program.</p> <p>5. Evaluation process and results will provide CDE with all the information needed to determine readiness for the follow-up grant.</p>	<p>1. There is a clearly defined process to collect and evaluate data related to most of the program performance goals. Data sources from multiple measures as well as appropriate Common Data Elements have been entered on Form 4. The time line (Form 6) reflects data collection over time on most performance goals.</p> <p>2. The evaluation process is thorough and reasonable. The process incorporates data-driven decision-making to determine progress/success of most program performance goals.</p> <p>3. The additional performance goal(s), if included, have an adequate relationship to the required performance goals and the purpose of the comprehensive program.</p> <p>4. The evaluation process and results will be utilized to form the basis of a review, refinement and improvement cycle for the comprehensive program.</p> <p>5. Evaluation process and results will provide CDE with most of the information needed to determine readiness for the follow-up grant.</p>	<p>1. There is a clearly defined process to collect and evaluate data related to some of the program performance goals. Data sources from at least one measure have been entered on Form 4. At least one appropriate Common Data Element has been entered. The time line (Form 6) reflects data collection for at least one performance goal.</p> <p>2. An evaluation process has been included in the narrative. It is not clear if the process will incorporate data-driven decision-making to determine progress/success of most program performance goals.</p> <p>3. The additional performance goal(s), if included, have a limited relationship to the required performance goals and the purpose of the comprehensive program.</p> <p>4. An evaluation process has been included in the narrative. It is not clear if the process and/or results will be utilized to form a review, refinement or improvement cycle for the comprehensive program.</p> <p>5. Evaluation process and results will provide CDE with limited information needed to determine readiness for the follow-up grant.</p>	<p>1. The process to collect and evaluate data related to all of the program performance goals is vague or may be missing. Data sources from multiple measures or Common Data Elements may be missing from Form 4. The time line (Form 6) does not reflect data collection over time.</p> <p>2. The evaluation plan and process is too vague to be useful to the reader or may be missing</p> <p>3. There does not appear to be any relationship between any additional goals (if included) to the required performance goals and purpose of the comprehensive program.</p> <p>4. The evaluation plan and process is too vague to be useful to the reader or may be missing.</p> <p>5. The evaluation plan and process is too vague to be useful to the reader or may be missing.</p>

6. Is there a process for collecting necessary data and for submitting the Semi-Annual Report?		1. There is a clearly defined process with assigned tasks for gathering and reporting data for the Semi-Annual Report.	6. There is an adequate process for gathering and reporting data for the Semi-Annual Report.	6. A limited process has been described for gathering and reporting data for the Semi-Annual Report.	6. The process for gathering and reporting data for the Semi-Annual Report is too vague to be useful to the reader or may be missing.
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**f. Budget and Budget Narrative: (Use information from Narrative and Forms 3-9 to determine section score).**

Key Issues and Questions	<b>Makes a Strong Case</b> <b>15-12 points</b> <b>Score: _____</b>	<b>Makes an Adequate Case</b> <b>11-8 points</b> <b>Score: _____</b>	<b>Makes a Limited Case</b> <b>7-4 points</b> <b>Score: _____</b>	<b>Makes an Inadequate Case</b> <b>3-0 points</b> <b>Score: _____</b>
<p>1. Is there a connection among proposed expenditures and need, goals and strategies?</p> <p>2. Has a minimum of 25% of the total grant award been allocated for high-quality professional development?</p> <p>3. Are types of technologies and the explanation of expenditures defined and justified?</p> <p>4. Is the budget request reasonable and necessary to effectively implement the project?</p> <p>5. Does the budget and budget narrative provide sufficient detail for determining project scope?</p> <p>6. Will the LEA leverage funds and/or provide in-kind contributions that will enhance the program?</p>	<p>1. There is a clear and strong connection among proposed expenditures and need, goals and strategies. Proposed expenditures will support the program.</p> <p>2. A minimum of 25% allocation for the total amount of the grant over two years for high-quality professional development has been documented in the budget and justified in the budget narrative.</p> <p>3. Technologies to be acquired are clearly explained. There is a strong tie between the proposed technology expenditures and the program goals.</p> <p>4. The proposed expenditures are reasonable, are justified and are necessary for program success.</p> <p>5. The budget and budget narrative reflect any changes necessary to meet program goals over time (i.e., expanding target group in year 2).. There is a budget and a budget narrative for each year of the grant.</p> <p>6. The LEA will leverage funds from more than one source. In-kind contributions will be provided by the LEA and/or partnerships..The additional funds/contributions will be used to support and enhance the program.</p>	<p>1. There is an adequate connection among proposed expenditures and need, goals and strategies. Proposed expenditures are likely to support the program.</p> <p>2. A minimum of 25% allocation for the total amount of the grant over two years for high-quality professional development has been documented in either the budget or the budget narrative.</p> <p>3. Technologies to be acquired are adequately explained. A link can be made from the budget to the program goals.</p> <p>4. The proposed expenditures are reasonable. Most expenditures have been justified and appear to be necessary for program success.</p> <p>5. The budget and budget narrative reflect most of the changes that are needed to meet program goals over time. There is a budget and a budget narrative for each year of the grant.</p> <p>6. The LEA will leverage funds from at least one other source. In-kind contributions will be provided by the LEA and/or partnerships..The additional funds/contributions will likely support and enhance the program.</p>	<p>1. There is a limited connection among proposed expenditures and need, goals and strategies. Some listed expenditures lack details to help determine program support relevance.</p> <p>2. It is not clear from the budget and/or budget narrative if 25% of the total grant has been allocated for high-quality professional development.</p> <p>3. There is a limited description of the technologies to be acquired. Some of the proposed technology expenditures do not appear to link with program goals.</p> <p>4. One or more of the proposed expenditures may need adjustment to support program goals (i.e., cost for program evaluation does not appear reasonable).</p> <p>5. The budget and budget narrative reflect some of the changes that are needed to meet program goals over time. There is a budget and a budget narrative for each year of the grant.</p> <p>6. Although leveraged funds and/or in-kind contributions are listed in the application, it is not clear whether the additional funds/contributions will either support or enhance the program.</p>	<p>1. The proposed expenditures do not appear to support the need, goals and/or strategies of the program.</p> <p>2. The percentage figures for the mandatory professional development allocation are missing from the budget form or expenditures associated with professional development may be questionable.</p> <p>3. The description of the technologies to be acquired is so minimal that it is difficult to determine if proposed expenditures are tied to program goals or technology expenditures do not match the project goals.</p> <p>4. The budget and/or budget narrative do not provide sufficient detail for the reader to determine if proposed expenditures are reasonable, justified, or are necessary for program success.</p> <p>5. The budget and the budget narrative remain the same over the life of the grant despite expanding project scope. A budget and/or budget narrative may be missing for one of the grant award years.</p> <p>6. The LEA has no plans to leverage funding from other sources. In-kind contributions have not been documented or will not be provided.</p>

### Score Sheet Summary

Name of Applicant District (LEA): \_\_\_\_\_ County/District Code: \_\_\_\_\_

Reviewer's Name \_\_\_\_\_

<u>Criteria Section</u>	<u>Maximum Possible Points</u>	<u>Points Assigned by Reader</u>
Application Presentation	5	_____
a. Program for Students	15	_____
b. Professional Development	15	_____
c. Expanded Access to Technology	15	_____
d. Communication and Collaboration Among Home, School & Community	15	_____
e. Evaluation	20	_____
f. Budget and Budget Narrative	15	_____
<b>Total Score</b>		=====

I certify that the scores on this page reflect my unbiased and objective judgment of this application. I understand that I may not disclose the results of the review with anyone.

Signature of the Reviewer \_\_\_\_\_ Date \_\_\_\_\_

## Appendix F

### References

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## **Appendix G**

### **Common Data Elements**

The Common Data Elements are posted on <<http://www.cde.ca.gov/edtech/eett>>.